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ABSTRACT

These 12 newsletter issues provide educational resources to providers of school-age child care. Each eight-page issue may include several feature articles; activities that providers can use with children; descriptions of professional development activities and training programs; information on books, pamphlets, and other educational materials in the field; and a list of school-age care (SAC) conferences and training sessions. Featured topics include: (1) professional development and directors perspectives on staffing; (2) the pros and cons of allowing children to climb trees; (3) cooking activities for children; (4) ideas for fall holiday celebrations; (5) punishment; (6) a new model of professionalism for SAC; (7) the use of shared space in schools; (8) portfolio usage; (9) classroom discipline; (10) student rights and responsibilities; (11) a grant to the SAC Project at Wellesley College; (12) the development of a SAC program; (13) the purpose of SAC; (14) thematic approaches in SAC; (15) academic SAC programming; (16) SAC ideas from the 1940s; (17) computer uses in SAC programs; (18) summer programs for grades five through eight; (19) summer program challenges in the 1970s; (20) self-discipline for children; (21) behavior strategies for children with attention deficit disorder. (MDM)

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SCHOOL-AGE NOTES

Volume XIV; No. 1-12

September 1993-August 1994

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Volume XIV #1 The Newsletter for School-Age Care Professionals September 1993

School-Age NOTES

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Professional Development and Directors' Perspectives on Staffing

by Mari Litsky

Research has shown an increase in the number of children in need of child care in the last ten years. There also has been a growing focus on the quality of child care programs available. Has this increased demand and emphasis on quality child care had an impact on who is staffing school-age programs?

I looked at this question for a research project for my master's degree. I conducted a small sample study of school-age care programs through interviews with five directors, each of a different type of SAC program in the San Francisco Bay Area. The questions were related to trends the directors saw in programs and staff qualifications.

Although the findings of my study are not conclusive, they present some interesting facts and implications about school-age care in the '90's.

Has this increased demand and emphasis on quality child care had an impact on who is staffing school-age programs?

The findings of this project point to a possible new trend in who is staffing school-age programs. Some directors interviewed held the view that special interest staff (people with degrees or professions in fields other than education) create the best programs. This trend questions the significance of licensing as a means of regulating quality in SACC programs, since licensing in California does not accept degrees in fields other than education for teachers.

What may be needed are national quality guidelines that support the special interest teacher who has a good foundation in child development. If, as suggested by some directors, the best people to hire to work with this age group are special interest people, will licensed programs in California (which require staff to have a minimum number of ECE units) suffer from their inability to hire such people?

Some directors interviewed held the view that special interest staff...create the best programs.

From a professional development point of view what effect will this new trend have on existing programs, on regulatory organizations and on teacher training institutions?

My paper did not look in depth at salaries, working conditions, benefits or reasons for turnover of staff in school-age programs. Besides the lack of training programs available (as noted by most of the directors interviewed), these issues may also explain the differences stated by directors in their ability to staff programs in the Bay Area.

Some studies point to the need for maintaining experienced teachers as models of appropriate behavior for others in the field. With the majority of staff in school-age programs being just high school graduates, how will programs be affected by the lack of experienced teachers as role models?

On the issue of diversity of staff in programs there seems to be more men and ethnic minorities in the field of child care now. Two directors inter-

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More School-Age at NAEYC '93 Including Instructor's Interest Session

The National Association for the Education of Young Children's Conference in Anaheim, CA November 10-13 which has added 100 more sessions from last year for a total of over 900 sessions has also added more sessions related to school-age children.

For specific school-age care sessions there will be a track of 18 one-hour workshops plus 2 two-hour seminars and 2 preconference sessions. School-age children also will be discussed in the Kindergarten/Primary Track and the new Public Schools Track. Plus three of the programs on the tours serve school-agers.

Instructor's Interest Session

For the first time an interest session will be held for college and technical school instructors of school-age care courses to share ideas, solutions to barriers, course outlines, textbook suggestions and to discuss issues and trends such as certificate programs, articulation, and courses and minimum standards.

Course Outlines Those interested in sharing course outlines are asked to bring 35 handouts. It will be on Thursday November 11th 5:30-7:00 p.m. For more information contact co-facilitators Richard Cohen, Pacific Oaks College, 818-397-1381 or Rich Scofield, School-Age

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Professional Development ...

(continued from front page)

viewed for this paper stated a rise in the number of men and minorities hired for their programs. However, the make up of staff by ethnicity, race and gender still does not reflect the make up of the children in the program.

School-age care is beginning to be seen as a profession. Yet research shows ambiguity still exists in staffing roles, which tends to undermine the morale of staff.

What's Needed?

- School-age caregivers need to be recognized as a part of the total school community with an important role in helping with the development of children. [Editor's Note: The release in July of the *Quality Standards for SACC* by the national principals' association can be seen as a statement about the importance of this link.]
- Links need to be established between the schools and these programs in support of the importance of the school-age caregiver.
- There needs to be support for the experienced, qualified adults in their role as caregivers for this age group, through decent salaries, working conditions, and benefits, so as to minimize the high turnover rate associated with the field.

Mari Litsky has been a supervisor-teacher of the After School Program at the Mill's College Children's School, Oakland, CA and is the mother of a seven-year-old.

Staff Standards

The performance standards *Caring for Our Children* (see back page) list the following education qualifications for a "group leader" (minimum age 21) of school-age children:

"Undergraduate or master's degree in early childhood education or child development [covering up to age 8], elementary education, recreation, or a related field. Licensed as lead teacher, teacher or associate teacher. Education in child development and programming specific to school-age children and supervised experience specific to this age group. Training in child development and education appropriate for school-age children. One or more years' experience in child care under qualified supervision."

More School-Age at NAEYC '93 ...

(continued from front page)

NOTES, 615-242-8464.

Why Is This Interest Session Important? Aside from the intense interest in professional development and the importance of school-age care being offered at higher ed institutions, this session in Anaheim will be the best chance for several years to reach the greatest number of instructors of school-age courses.

California has the most college courses on school-age care. Many of them are in the Los Angeles area which makes Anaheim a good meeting place.

While the National School-Age Child Care Alliance's 1995 Conference will be in San Francisco and hence appear to be close for the California instructors, many instructors may not attend because school-age is not their area of interest. It is just one of many courses they teach. Reaching these instructors at NAEYC is more feasible.

The '94 NAEYC Conference is scheduled at a difficult time for instructor's to leave campus. It is in Atlanta, November 30-December 3rd, the week after Thanksgiving, and the last week of classes and beginning of finals at many colleges. Thus, location and scheduling of this conference make this the best chance to reach the most number of SAC instructors.

Register early and get your Final Program by mail! Pre-register by September 22 and the Final Program will be mailed so you can-study it before arriving in Anaheim.

Watch for the Final Program for where the interest session will be held. If you are not an NAEYC member and have not received a preliminary conference program, call the conference department at NAEYC - 800-424-2460

Conferences ...

(continued from back page)

ONTARIO October 23, 1993
AECE, Ontario, Niagara Branch. Half Day Session on School-Age Care with Rich Scofield, Niagara Falls, ONT.
Contact: Tammy Ferguson 416-357-5491

MICHIGAN October 19, 1993
MI SACC Conference, Southfield, MI
Contact: Sue Javid 313-228-3480

ALASKA October 21-23, 1993
AAEYC Conference will have school-age track, Anchorage, AK
Contact: Marc Robinson 907-345-3772

MANITOBA October 29-30, 1993
Manitoba Child Care Association school-age conference "School-Age Care: We Know You're Out There!!!" Winnipeg MB
Contact: Debra Mayer 204-586-8587

MISSOURI October 29-31, 1993
1st Annual Community Education Conference (SAC Workshops), Lake Ozark, MO
Contact: Alison Copeland 314-526-3961

MISSOURI February 11-13, 1994
Annual School-Age Care Conference sponsored by Missouri SAC Coalition, Lake Ozark, MO
Contact: Bonnie Vento 314-225-4494

KENTUCKY March 4-5, 1994
5th Annual KY Coalition for SACC Conference, Louisville, KY
Contact: Norma Meek 606-739-5344

TENNESSEE March 11-12, 1994
5th Annual Tenn. School-Age Care Conference, Nashville, TN
Contact: Cathy Henris 615-741-3312

NSACCA '94 April 14-16, 1994
National School-Age Child Care Alliance, 6th Annual Conference, Philadelphia, PA
Contact: Diane Barber 215-643-0569

DO WE HAVE YOUR SAC CONFERENCE DATES?

School-Age NOTES

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To Climb or Not To Climb...

A Tree Climbing Advocate Speaks Out

by Karen Stephens

Summer is over but the issue of whether to let school-agers climb trees is not. This article of rebuttal appeared in the July/August 1993 issue of Child Care Information Exchange. It is reprinted by permission in an edited form because of space constraints .

In "Tree Climbing and Care of Sand Play Areas" (March/April 1993 *Child Care Information Exchange*), Dr. Susan Aronson suggests we ban tree climbing in our programs. This child care practioner says: NOT!

To Dr. Aronson tree climbing is hazardous to children's safety because "... trees are not uniform, are not safety tested, and are surrounded by unforgiving surfaces." She believes climbing heights are difficult to control. "Children will want to climb higher and higher without realizing how hard it will be to come down again."

I adamantly take issue with Dr. Aronson's assertion that early childhood professionals are not capable of helping children learn to cope with the challenges of tree climbing. For 17 years I have worked in a child care program that serves children two through ten years of age. Our play yard is blessed with a lovely, very climbable apple tree. In appropriate weather, the tree is climbed daily. As a climbing apparatus, the children take much more delight in the tree than in our artificially produced, safety tested, financially pricey climbing structures. And I'm proud to say NOT ONCE have we had an injured child as the result of climbing that tree. (Knock on a tree ... I mean wood!)

Our staff believes tree climbing is a developmentally appropriate challenge which children can learn to cope with and master. We have created basic, understandable tree climbing guidelines (rules). As professional caregivers, our teachers patiently, consistently, (and, yes, frequently) communicate these rules to children. The rules are communicated to paid and volunteer staff through training and posted reminders. And guess what — our accident log has proven these PRACTICED guidelines work! Let me share the guidelines our staff follow.

Tree Climbing Guidelines

1. Children may ONLY climb trees when they can scale them alone. No child may be lifted into a tree by a teacher or another child.

2. Children may not use blocks, tires, milk crates, or other items to help them mount into a tree. These materials also may not be under a tree when a child is climbing.

3. Two children are allowed in the tree at one time.

4. A teacher must stand near the tree whenever children are climbing.

If we [shelter them], ...we convince children they are incompetent and too fragile to explore the exciting world around them.

5. Teachers are expected to *coach* children whenever necessary. Example: "Good job of using two hands! Step on the thick branches that are stronger. Stop where you feel most comfortable."

6. **If a child begins to climb unsafely, the consequence of losing the privilege to climb the tree at that time is enforced without reservation. [Bolding by editor]**

7. Teachers are encouraged to climb the tree too! This models good climbing techniques.

As an educated staff, we know we can support children as they strive toward mastery, or we can wrap them in cotton balls and shelter them in a cocoon of guaranteed safety. If we do the latter, we believe we convince children they are incompetent and too fragile to explore the exciting world around them. We want to help children develop a sense of adventure, not squelch it in the name of risk-free play.

Our staff believes children learn to manage life's dangers by experiencing them in gradual degrees. For 17 years children have taken great pride in their abilities to scale our tree. Since we require children to hoist themselves onto branches, the first time they achieve the feat it is like a "rite of passage". I have seen children beam with self-confidence, newfound self-assurance, and emerging competence as they learn to complete the problem-solving process of proper foot and hand placement. Likewise, their friends and teachers applaud their skill and achievement.

Humans have a basic instinct that makes them very cautious of heights. (I've never seen a child mindlessly scurry to the weaker branches of the tree tops.) Coupled with children's innate wisdom, reasonable opportunities for children to develop sound judgment, and well trained teachers, we CAN reduce the chances that a child will fall from a tree.

Train your teachers to prevent accidents. Guide children in acquiring the physical and intellectual skills required for SAFE tree climbing. And just in case you do need to cushion a fall, make sure you have impact absorbing material on the ground from the base of the tree trunk beyond the outside edges of the tree canopy.

Don't take away the source of childhood pleasure, excitement, and often the peaceful solitude that the perspective of a tree perch provides! For I truly believe that it is "better to have climbed a tree and fallen than never to have climbed one at all."

Karen Stephens is director of Illinois State University Child Care Center which is accredited by NAEYC. She readily admits her bias for the subject at hand – in childhood she was, and continues to be, an avid tree climber. Reprinted with permission from **Exchange Press Inc.**, P.O. Box 2890, Redmond, WA 98073.

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Ideas Unlimited

Rich Scofield asked participants at a workshop in Corvallis, Oregon to share ideas for themes and activities that worked for them. Here are a few of the suggestions (besides the apple activities).

- Each child brought in their bike for a safety check. We had a bicycle safety course, took a bike hike, and decorated bikes for a parade.
- "We learned a few phrases in Japanese, went to a drum performance, had a Japanese dinner, learned origami from a Japanese friend, and visited a Japanese food store and Japanese gardens."

[Be creative. If there are no Japanese resources in your area, are there Hispanic opportunities or a Kurdish or Vietnamese refuge resettlement effort?]

- "We had a track meet with some unusual events -- 3-legged race, crab walk, backwards race, one foot hop . .. Each child got a medallion (paper circle) on which they placed a star for each event in which they participated."
- "We painted my truck! We took powdered tempera paint, mixed in dish soap and diluted it with water. Then the kids painted whatever they wanted on the truck. Someone called the newspaper and they sent a photographer and did an article in the paper. The paint washed off great."
- **Air Fair** - Make and design various paper airplanes. Test planes for accuracy, distance, height. . .
- **Mock Wedding** - 3 couples. "We made a wedding cake, special clothes, and rings and had a reception."
- **Olden Days and Olden Ways** - Activities included weaving with yarn and a loom, paper making, corncob dolls, dress up in old clothes, a wagon train, and candlemaking.
- **Seed Collecting** - Have the children bring old socks. Walk around outside in the old socks and see what sticks. See what kinds of seeds come from different areas. Use a magnifying glass to inspect the seeds. Count and categorize the seeds by similarities.
- Kids wrote, acted and filmed their own mystery story. A drama student came for 3 weeks -- made props and costumes.
- **Butterfly Tree** - Make different types of butterflies and put them on a tree.
- **Monarch Butterfly** - "We sent to Monarch Magic in Ashland for monarch chrysalides, watched them open up and let the Monarchs loose to fly to Mexico."
- Themes - Recycling Week, Underwater Week, Robots, Outer Space Week.
- Fieldtrips - bakery, beauty shop, hospital.

Fall Fruits and Vegetables

How many fruits and vegetables are harvested in the fall? Pumpkins, squash, gourds, apples, sweet potatoes, popcorn. . .

Sweet Potato

Consider sweet potato for snacks. Microwave the potato or boil it with the skin on. It peels off easily after the potato is cooked, cooled and sliced. Slice the potato into circles about an inch thick. Serve plain or with marshmallow creme or melted marshmallows. Make smiley faces on the circles with raisins or miniature marshmallows if you like.

Pumpkin

Bring in a pumpkin and let everyone guess what it weighs. Write it down on slips of paper or come to a group consensus. Then put the pumpkin on a scale and see what it really weighs.

After carving, a good way to salvage a pumpkin for use in pies, muffins or pumpkin bread is to quarter the pumpkin, put it on baking sheets and bake it unseasoned like squash. This beats peeling, cubing, boiling and draining because the baked pumpkin can be scooped out like you do baked squash and then mashed or put in a blender for use in recipes.

Spread the pumpkin seeds on a baking sheet and bake at 350 degrees for 30 minutes or until toasted. Stir them occasionally while baking.

Apples

Visit an orchard if possible to pick apples.

Graph your apples according to size and color.

Weigh and compare your apples. Compute the average weight and circumference.

Make a figure out of apples with raisins, miniature marshmallows and toothpicks.

Cut an apple across to see the star inside.

Make apple prints.

Plant apple seeds. Start indoors to plant outside in the spring.

Bake pies or apple crisp. All the kids can mix and measure ingredients together so everyone can participate.

Chess

If the children have seen the movie *Searching for Bobby Fischer* (PG), capitalize on the interest in chess. Provide one or more chess sets. Get a parent or older school-ager skilled in chess to teach it. Remember that 5-year-olds will not remember all the rules. Just let them play and make their mistakes or offer other board games like checkers. School-agers 9, 10 and 11 years of age, on the other hand, will play by the rules and will learn from and enjoy chess.

If you need more sets, find out about chess pieces and make your own set with salt dough. Measure the squares and make your own board.

Thank you

The multicultural idea on Friday (p. 5) and the activities on feelings were submitted by Gary A. Fortney of the Arizona Department of Education.

School-Age NOTES appreciates reader contributions.

95 Activity Ideas

The minimum number of Activity Ideas in this issue is 95.

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	Monday	Tuesday	Wednesday	Thursday	Friday
SPECIAL DAYS	Oct 1, 1869 - The first postcard in the world was issued in Austria. Design your own postcard 3 1/2" x 5 1/2".	Oct 4 - Universal Children's Day. Children in traditional costumes of their countries celebrate around the Peace Bell in NY City. Plan your own celebration.	October is National Popcorn Poppin' Month. How many pieces of popped corn will fit in a brown bag?	Oct 26, 1927 - first motion picture with sound. It starred Al Jolson in *The Jazz Singer*. Pantomime a favorite story.	Oct 31, 1926 - death of magician Harry Houdini. Read about Houdini. Learn a magic trick.
MULTICULTURAL	Create a diverse environment with pillows, rugs and wall hangings from various cultural origins.	Provide models in the art center of craft items and sculpture from various ethnic groups.	We use the colors orange and black to decorate in October. What other colors are significant to other cultures and seasons?	Provide diverse clothing for playing dress-up and for dramatic activity.	Read or tell a folk lore story omitting the ending. Let the children compose their own ending with the idea of making it multicultural.
BIG MAC	The Big Mac is 25 years old. How many seeds are there on a sesame seed bun?	McDonald's has restaurants in 66 countries. Can you name 66 different countries?	The smallest location is 492 sq ft on the Ginza in Tokyo. Would this fit in your classroom? in your gym?	The biggest McDonald's is in Beijing. It has 28,000 sq ft. What building in your community is that size?	Placed end to end all the hamburgers eaten in the US in one year would stretch 1.8 million miles. How many times would that reach from NY to San Francisco?
FEELINGS	Read a story with a sad ending. Ask the group to rewrite the ending. Discuss why a happy ending is not always possible.	Read J. Viorst's *Alexander and the Terrible, Horrible . . . Day*. Ask, "Have you ever had a day when everything went wrong? Tell about it."	Recite *Mary Had a Little Lamb* as if you were sad, excited, angry, discouraged, and so on. Give each one a turn.	Let the children write a poem about how they feel that day. Let them paint a picture on an easel, selecting an expressive color.	Use music or a music activity to change the mood of an unruly group.
STAMPS	Learn how to soak off stamps and mount them with stamp hinges.	See how many different countries you can get at least one stamp from. Look up the countries on a map. Look at the languages and monetary units on the stamps.	Create a topical collection of stamps from various countries on a theme -- animals, famous people, flags, flowers, cars, etc.	Write for a catalog of recent US issues from the Philatelic Service Center, Box 449997, Kansas City MO 64114-9997. It is free and has color pictures.	Find out about the people whose pictures are on stamps. Why are these persons famous?
LEAVES	Decorate your book covers with leaf prints. Paint with acrylic paint on the back of a leaf. Press it on the paper. (Note: this paint dries fast.)	Rake a huge pile of leaves to play in.	Collect as many leaf shapes as you can. Make rubbings with crayons, chalk or charcoal.	On colored paper make spatter prints of leaves. Use screen wire on a box frame, white shoe polish and a toothbrush.	Identify as many trees and plants as you can by the shapes of their leaves.

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SAC Courses at 150 Colleges

How many colleges and technical schools have courses on school-age care? This spring School-Age NOTES conducted the first national SACC course identification survey of 3,950 departments of early childhood education in the U.S. Over 250 responses were received for a 6% response rate. The results:

- 74 colleges responded "yes, they have one or more SAC courses."
- 51 include SAC as a part of an existing child care course.
- 43 are considering adding a SAC course
- 5 are adding a SAC course in the fall.
- 23% of the 74 are in California.

The 74 institutions with SAC courses are a part of the approximately 150 colleges and technical schools in the U.S. and Canada that have been identified by School-Age NOTES as having had or currently have a course on SAC. Twenty-five of those are in Canada.

These results will be compared to the findings of the Wellesley School-Age Child Project's SAC Career Preparation Investigation. If you have not contacted them about your institution's SAC courses, contact Caryl Goodman at 617-283-2547.

School-Age Credential On Hold

by Charles Pekow

Any thought of a Child Development Associate specialty in school-age care has been placed on hold. The Council for Early Childhood Professional Recognition, which runs the credentialling program, planned to consider a specialized version in school-age care. But the council set aside all development ideas while it renegotiates its grant from the Administration on Children & Families. Because as of this writing, Congress still hadn't confirmed President Bill Clinton's choice of Mary Jo Bane to head ACF, the agency has been unable to make long range plans. The new ACF chief will have to set many policy directives, including determining the size of the council's grant and whether the grant will allow for researching and starting a school-age credential.

House Approves National Service Requiring SAC

by Charles Pekow

The House approved the National & Community Service Trust Act of 1993 (H.R. 2010), which would require that school-age care be provided for all the estimated 25,000 volunteers performing community service who need it in exchange for education grants. No one knows how many of the volunteers would seek the care. The Senate will take up a similar bill (S. 919), which its Labor & Human Resources Committee has approved.

Principals on Shared Space

The *Standards for Quality School-Age Child Care* by the National Association of Elementary School Principals (NAESP) encourages school staff to be supportive and receptive to ideas about how share space could work in their school. One of the Quality Indicators is "Children's projects are prominently displayed." The standards ask "Is there so little storage that staff keep supplies and equipment in canvas bags or stored in their cars?"

Indicators and questions such as these can be used by programs that are suppose to "set-up and take down and disappear" each day. They can be used to advocate for allowing children's projects to be left on the cafeteria walls and for more storage space.

"For shared space to work, program staff need to be innovative... With creativity, shared space can be transformed each day in minutes using modular furniture, moveable storage units and room dividers, large pillows, bean bag chairs, and carpet squares."

The beauty of the quality standards is that they have been produced by principals for principals. This will help SAC programs in schools particularly those run by outside groups to make their points about the need for storage and display space and for personal space for children's belongings.

Standards for Quality School-Age Child Care is available from School-Age NOTES for $19.95 (17.95 for subscribers) plus the special reduced shipping charge of $2.50.

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Making Cooking The Spice Of Life in Your Program

by Laura Mason Zeisler

Cooking appeals to children for a wide variety of reasons. Cooking can be integrated into many areas of your program – such as science, art, related literature, songs, dramatic play props and settings, games, field trips, geography, blocks, animals. The most obvious ways to make cooking a part of your program is through these basics: snack time and cooking projects.

SNACK TIME

Snack is one avenue to introduce and integrate food preparation on a regular basis. Ellen Gannett of the Wellesley SACC Project, has found that children in SAC programs often say they are hungry. This is because snacks frequently are:

-the portion size given preschool children
-carbohydrates which burn off in a short period of time
-offered in a limited time period at the beginning of the afternoon.

Snack is an important component of the SAC program, and helps give children the energy necessary to continue with the day. Therefore, **it is recommended to offer larger portions over the period of the afternoon, with protein as a part of the snack for sustained energy.**

SNACK PLANNING

Have children take part in planning the weekly snack choices. Include children in the process of calculating costs for supplies and the budget limitations, as well as consider nutrition and how much their peers will enjoy it. Keep recipes simple and varied. Consider recipes that reflect the traditions of the children in your program and the community-at-large.

Two cookbooks that are particularly good for simple recipes are: ***Super Snacks*** by Jean Warren (carried by School-Age NOTES) and ***Sugar-Free Toddlers: Over 100 Recipes Plus Sugar Ratings for Store-bought Foods*** by Susan Watson (Gryphon House). (Don't be deceived by the title. Since many of the recipes are especially simple, even the youngest children can take part in snack preparation.)

COOKING PROJECTS

Another way is to offer cooking projects as one of the children's choices for activities. Cooking can range from a very simple food preparation project such as bulkoky, a Korean beef dish, or a blender drink to a more involved recipe that might take the greater part of the afternoon to prepare such as apple pie, pretzels or tacos.

Books such as ***Cook and Learn*** by Beverly Veitch and Thelma Harms (Addison-Wesley), ***Young Chef's Nutrition Guide and Cookbook*** by Carolyn E. Moore et al. (carried by School-Age NOTES) give young chefs a broad range of recipes.

Cook and Learn has a particularly appealing format for the independent cook. These recipes are written for individual portions. A practical application of multiplication can get older children to make a larger portion, such as a loaf of a special bread, instead of muffin size.

DIVERSITY

Cook and Learn, Young Chef's Nutrition Guide and Cookbook and ***Multicultural Cooking with Kids*** and ***More Multicultural Cooking with Kids*** (Lakeshore), and the ***Easy Menu Ethnic Cookbooks*** series (Lerner Publications) are uncommonly good for usable recipes which reflect the diversity of our many heritages in this country.

A great connection between home and program is to have families share recipes to be used in the program. When asking for recipes, stress that what takes an adult only fifteen minutes to prepare most likely will take children three to four times longer. KEEP IT SIMPLE is a valuable rule to pass along. Make a cookbook from these recipes for an end-of-the-year present from the program, or make it a fund raising item.

THE CREATIVE CHEF

Cooking can be an avenue for exploration and creativity. Take apple juice as a base, add ice, some fruit, maybe some yogurt, maybe some cinnamon, maybe some honey ... and presto. You have a delicious blender drink. Children can try different combinations to discover what they like best, as well as to compare consistency and taste combinations.

Breads are another basic recipe that have endless possibilities for children to try new blends. Recipes such as tacos or muffin pizzas offer children the opportunity to create something that is exactly what they like.

SELF-ESTEEM

Besides the exploration factor there is the freedom to choose. As those of us who have worked in school-age care know, control and freedom are key issues.

Empowering children through choice and control builds self-esteem. Children get tremendous satisfaction both with the process and the product. As the children develop more skills, greater independence can be encouraged. Start with laying a foundation of ground rules and clear procedures, and skills can quickly develop.

STARTING & BEYOND

For those who may not have even the most basic appliances, ***The Kids' No-Cook Cookbook*** by Beth Goodman (Scholastic) can be a good starting place. Remember you can always substitute ingredients to make the recipe more (or less) nutritious or to give it more zip (or less).

Look around your program and see how many ways you can integrate cooking and related activities. ***Eat, Think and Be Healthy*** by Paula Klevan Zeller and Michael F. Jacobson (carried by School-Age NOTES) can be a resource which will give depth to your cooking activities beyond the actual food preparation. From creating art supplies and projects to making something tasty to enjoy that afternoon, cooking can bring spice to your life.

For more information contact: Laura Mason Zeisler, EXPLORATIONS UNLIMITED, 771 Plainfield Pike, N Scituate, RI 02857-1713. 401-647-5502.

Safety Reminder

In the fall many plants have attractive berries and a lot of them look good enough to eat. In fact, the birds even eat some that are harmful to humans. Others, such as privet, yew and pokeberry are even poisonous to humans, so it is wise to teach children not to eat any berries except those served to them by an adult.

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National Child Care Health & Safety Standards

The August issue of SAN quoted the stringent school-age ratios from ***Caring for Our Children - National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs*** by the American Public Health Association and the American Academy of Pediatrics. This 410 page 1992 manual sets national standards for the development and evaluation of health and safety aspects of family/group child care homes and child care centers.

It is a "must have" for agencies and state departments that supervise child care programs or are involved in quality issues around health and safety.

Available for $50 plus $7.95 S&H from: American Academy of Pediatrics, Publications Dept., PO Box 927, Elk Grove Village, IL 60009-9920 or with credit cards only call 800-433-9016.

Fighting Violence

USA Weekend's teen survey found of 65,000 writing in 37% don't feel safe in their school; 63% would learn more if they felt safer; and 42% avoid restrooms out of fear. It also reported on the following ways to fight violence in the schools and contacts for resources.

Control Anger – "The most popular way to promote peace at school is teaching kids how to control anger and avoid potentially violent situations." The National Association for Mediation in Education (NAME) teaches intervention tactics and life skills. Schools using the program Students Participating Equally in Resolution found a 20% drop in suspensions in grades 1-6, and 30% in 7-12, in a four year period. **Contact:** NAME, 413-545-2462.

Build Social Skills – The Seattle-based Committee for Children, which publishes *Talking About Touching*, has a curriculum, *Second Step*, which teaches prosocial skills, such as empathy and anger control, to reduce aggressiveness and increase social competence. **Contact:** Committee for Children, 800-634-4449. [School-Age NOTES carries *Skillstreaming the Elementary School Child: A Guide for Teaching Prosocial Skills* which targets similar issues. 615-242-8464]

Teach Peace – The Violence Prevention Curriculum for Adolescents has been used in Boston since 1978. It is available to purchase or rent. **Contact**: Education Development Center, 800-225-4276.

Reduce Gun Use – The curriculum STAR (Straight Talk About Risks) is the only pre-kindergarten-through-12th-grade curriculum for reducing gun violence. It helps kids identify threatening situations and trustworthy adults; fight peer pressure; resolve conflicts; and make safe choices. **Contact**: Center to Prevent Handgun Violence, 202-289-7319

Cooking Ideas

See article on page 7 for **nine** resources to add "spice" to your program planning.

SAC CONFERENCES

WASHINGTON September 18, 1993
9am to 1pm Basic training for new staff
Contact: Mari Offenbecher 206-461-3602

NORTH CAROLINA
One day conferences for Public School Principals and Community Schools Coordinators on setting up and managing school-age care
September 15 - Asheville
September 16 - Hickory
September 22 - Warsaw
September 23 - Williamston
Contact: Eddie Locklear 919-515-6387

DELAWARE September 18, 1993
Statewide Conference, Keynote: Rich Scofield
Smyrna, DE **Contact:** Jean Williams 302-479-1674

MISSOURI October 1, 1993
4th Annual School-Age Child Care Conference
St. Louis Community College at Florissant Valley
Contact: Sandy Biver 314-595-4285 or 595-4391

INDIANA October 2, 1993
Fall SACC Training Conference sponsored by the YMCA of Greater Indianapolis, Indianapolis, IN
Contact: Evelyn Eschenhoff 317-266-9622

OREGON October 2, 1993
OR SACC Alliance Conference, Albany, OR
Contact: Colleen Dyrud 505-378-5585

CONNECTICUT October 5, 1993
CT SACC Alliance Fall Conference, YWCA, Hartford, CT. Keynote: Linda Sisson
Contact: Joan Benson 203-295-9400

NEW YORK October 11, 1993
Capital District School-Age Child Care Network Annual Fall Conference, Albany, NY. Keynote: Tracey Ballas **Contact:** Debera Parsons 518-426-7181

NEW HAMPSHIRE October 12, 1993
NH SACC Coalition Conference, Bedford, NH
Contact: Cynthia Billings 603-668-1920

NEW YORK October 17-22, 1993
Wellesley SACC Project Leadership Institute, Pawling NY **Contact: Ellen Gannett** 617-283-2544

ONTARIO October 22, 1993
Association for Early Childhood Educators, Ontario, Hamilton Branch, Half Day Session on School-Age Care with Rich Scofield, Hamilton, ONT.
Contact: Tammy Ferguson 416-357-5491
(continued on page 2)

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School-Age NOTES

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Food For Thought: Fall Celebrations

by Wendy C. Horikoshi

During the month of October last year, I was reminded of the need to constantly reflect upon our philosophical approach to our programs. The 4-H community club program has a monthly county-wide meeting for volunteers and parents. The calendar had been circulated and approved in June. I didn't notice the meetings conflicting with any celebrations. However, our regularly scheduled Council meeting, the first Tuesday of the month, in October fell on the eve of Yom Kippur, one of the High Holy Days in the Jewish religion. Not knowing that Yom Kippur celebration begins at sundown of the preceding day, we goofed. I learned that we must always be searching for a larger awareness of people cultural, religious and social beliefs, if we are to begin to help each other to accept and respect each other as human beings.

This occurrence motivated me to contemplate the significance of holidays that we, as a society, generally observe. In the months of November and December there are many holidays: Thanksgiving, Christmas, Hanukkah, Kwanzaa and New Year's. Hanukkah is an eight-day celebration of the "Festival of Lights", and it commemorates one of the incidents of regaining freedom from enslavement over 2,000 years ago. Kwanzaa, also a festival of lights, is observed over seven days beginning December 26, celebrating harvest and the African cultural family heritage. [Editor's note: It is interesting to look at how lights,candles and stars also play a role in the celebration of Christmas.]

Unfortunately, we tend to focus only on two of the November/December celebrations, Thanksgiving and Christmas. Through our own personal perspectives, these two holidays may have real significance in our lives. However, as educators, we often fail to teach that many of the ideas behind the celebrations are biased and seen through one perspective. Not only do our children and youth need to learn multiple ways for dealing with any issue, but they need to be given a broader perspective for examining our country's history and relationship to the world.

Remember the "First Thanksgiving" litany we learned in school — how "they served pumpkins and turkeys and corn and squash. The Indians had never seen such a feast." (Dorris) Although there *may* have been a Thanksgiving feast with Pilgrims and Native Americans eating together, it is most likely that the Native Americans prepared the lavish meal since pumpkins, turkey, corn and squash are indigenous to the Americas.

The more in-depth teaching of everyday lives of Native Americans is generally not included in textbooks, TV or children's storybooks.The Native Americans became exposed to many new life-threatening diseases, had their lands taken from them, and were forced to give up their religion and their language. Dressing up as "Indians", wearing feathers, sending greeting cards with persons in fully costumed Indian garb, speaking one or two-word "thoughts" and reading stereotypical stories about Thanksgiving tend to trivialize the lives, contributions, and sacrifices Native Americans have made to our society.

I don't think that multicultural educators are particularly advocating that we quit teaching about Thanksgiving or about how people celebrate Christmas.

In an article entitled "Why I'm Not Thankful for Thanksgiving" Michael Dorris writes, "Thanksgiving, like much of American History, is complex, multifaceted and will not bear too close a scrutiny without revealing a less than heroic aspect. Knowing the truth about Thanksgiving, both its proud and its shameful motivations and history, might well benefit contemporary children. But the glib retelling of an ethno-

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SAC Instructor's Interest Session

(A reminder from the September issue.) For the first time at the National Association for the Education of Young Children's Conference an interest session will be held for college and technical school instructors of school-age care courses to share ideas, solutions to barriers, course outlines, textbook suggestions and to discuss issues and trends such as certificate programs, articulation, and courses and minimum standards. (NAEYC is in Anaheim CA .)

Course Outlines Those interested in sharing course outlines are asked to bring 35 handouts. It will be on Thursday, November 11th 5:30-7:00 p.m. For more information contact co-facilitators Richard Cohen, Pacific Oaks College, 818-397-1381 or Rich Scofield, School-Age NOTES 615-242-8464.

Why Is This Interest Session Important? [The following is from the September issue of *School-Age NOTES*.] Aside from the intense interest in professional development and the importance of school-age care being offered at higher ed institutions, this session in Anaheim will be the best chance for several years to reach the most number of instructors of school-age courses.

California has the most number of college courses on school-age care. Many of them are in the Los Angeles area which makes Anaheim a good meeting place.

While the National School-Age Child

(continued on page 2)

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New Zealand SAC Network — SAC is OSCAR

Dear Mr Scofield,

Thank you for your letter. School age childcare in New Zealand is referred to as Out of School Care and Recreation - OSCAR for short.

Our organisation is a community based group set up to support and provide resources for providers of school age childcare and act as a representative at a local and National Government level. We are presently setting up a resource library dealing with all aspects of school age childcare and offer a series of training workshops. We have an outreach worker who runs regular meetings of people with an interest in OSCAR.

School age childcare is a relatively recent issue in New Zealand. As yet there are no licensing requirements and consequently no government support in terms of direct funding. Pre-school childcare as a contrast is very well supported at a National government level in terms of regulation and funding subsidies.

As yet there is no accurate indication of how many school age childcare programs exist, we are in the process of conducting an Auckland wide survey to determine numbers and the needs of the services. Auckland is the largest centre, 1/3 of the total population of 3.5 million live in the area, therefore our network represents a considerable sector of New Zealand.

The other main cities also have Networks of School Age Childcare providers although they tend to be affiliated with Pre-school Childcare Associations. There is a movement to set up a National Network, although this is being done with considerable voluntary component so is progressing slowly.

There is no doubt that the number of groups looking at setting up school age programs is increasing. We are being contacted by an increasing number of individuals and organisations for information and resources. Like the United States, the caregivers are coming from a wide range of community sectors - private centres, home based care, schools, community centres etc.

We would very much like to be included in your International Network and look forward to our subscription to School-Age NOTES. Please do not hesitate to contact us if you require further information.

Sandy Thompson, Co-ordinator
Out Of School Care Network
PO Box 3813, Auckland, New Zealand

Food For Thought...

(continued from front page)

centric and self-serving falsehood does not do one any good." (Dorris)

Similarly, for the celebration of Christmas, our environment is inundated with Christmas trees and Santa Claus, yet there is supposed to be a clear separation of church and state in our schools and public education system. When forcing the celebration of Christmas, using the terms Christmas vacation, holding Christmas parties and giving gifts through our educational program, we can be negating the significance of other religious holidays or the importance of different faiths and beliefs.

- If the history of the Thanksgiving and Christmas celebrations are taught, are other cultural or religious celebrations taught, discussed and presented with the same respect, tolerance and understanding?
- Are the daily lives of the communities of the people who celebrate these "other" holidays studied throughout the year?

Unfortunately, all too often the culture of the dominant society is what is taught as the norm and if other expressions are highlighted, they become trivialized or "visited" for the day and are seen as different and therefore somehow inferior.

Unfortunately, all too often the culture of the dominant society is what is taught as the norm and if other expressions are highlighted, they become trivialized or "visited" for the day and are seen as different and therefore somehow inferior.

I see our responsibility as adults working with children and youth to examine our role in teaching them some basic beliefs about society. It is for this reason that we have removed graphics and thematic artwork of these holidays from our newsletter. I don't think that multicultural educators are particularly advocating that we quit teaching about Thanksgiving or about how people celebrate Christmas. However, we realize that our young people have been taught very little about the daily lives of Native Americans both past and present, and that the colonization of the Americas was not an entirely noble event. Very few people know that the founding fathers were not Christians, but Deists who believed in a Supreme Being. They did not necessarily believe in Christ or Christmas.

As child and youth workers, we need to encourage each other to examine our project materials and educational philosophies and to tailor them to become more culturally sensitive; more global in approach and more direct in challenging the critical thinking skills of our children and youth.

References

Dorris, Michael , "Why I'm Not Thankful for Thanksgiving", *Rethinking Columbus*, Below, Miner, Peterson, Eds., Rethinking Schools, ltd., 1991, p. 13.

Wendy C. Horikoshi works with the University of California Cooperative Extension in Hayward, California.

SAC Instructor's ...

(continued from front page)

Care Alliance's 1995 Conference will be in San Francisco and hence appear to be close for the California instructors, many instructors may not attend because school-age is not their area of interest. It is just one of many courses they teach. Reaching these instructors at NAEYC is more feasible.

The '94 NAEYC Conference is scheduled at a difficult time for instructor's to leave campus. It is in Atlanta, November 30-December 3rd, the week after Thanksgiving, and the last week of classes and beginning of finals at many colleges. Thus, location and scheduling of this conference make this the best chance to reach the most number of SAC instructors.

JUST IN: Meeting will be at Disneyland Hotel at the Sierra Center, Cerritos Room, 5:30-7:00pm, Thurs. Nov. 11.

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On Consequences or Punishments

"Punishments teach children to obey by making them feel bad about what they have done, with the hope that they will not want to do those things again. Punishments include spankings, threats, loss of privileges, lectures, scolding and sarcasm. Punishments, which hurt the child in some way, often cause short-term behavior change. Over time, however, punishments lead to greater problems," says Richard Curwin and Allen Mendler in *Am I in Trouble? Using Discipline to Teach Young Children Responsibility (available from School-Age NOTES).*

"Consequences teach responsibility. They help children learn to make better choices in the future. They are natural and/or logical and directly related to the rule, and the connection is obvious to the child."

A kickball left outside over night disappears. The natural consequence is that it is not available anymore to the children using it. And a logical consequence to solve the problem is that the kids figure out how to earn money or do jobs around the center to "earn" back getting a new ball. The result is more responsibility for the program's equipment. A punishment of a time-out for an afternoon or being yelled at would not give the power of choice and responsibility to the children involved.

"**Power usually involves choices.** Punishments are power based, meaning that the choice belongs to the adult." Consequences involve choices. The children can choose to earn the ball back and in the future choose to be more careful about equipment.

Child Care Information Exchange quoted the following related to time-out, punishment and exclusion. It is from Vivian Gussin Paley's *You Can't Say You Can't Play* (Cambridge, MA: Harvard University Press, 1992):

"Thinking about unkindness always reminds me of the time-out chair. It made children sad and lonely to be removed from the group, which in turn made me feel inadequate and mean and, I became convinced, made everyone feel tentative and unsafe. These emotions show up in a variety of unwholesome ways depending on whether one is a teacher or child. We are all cut from the same cloth. The time-out chair was my means of punishment. 'You can't play' is the child's way [of punishing]."

What do you use in your program punishment or consequences? Do you have consequences that may turn into punishment if not monitored? Does staff respond in ways that make children feel "tentative and unsafe." This may be yelling, sarcasm, belittling, or over-use of time-out. I'm reminded of the mother who said she knew there was something wrong with her child's after school program when every afternoon as she drove up she heard staff yelling at children on the playground. When parents drive up to your program or enter your building, what do they hear and see?

Child Care "Rights and Freedoms"

by Roberta Newman

On a site visit to a school-age program, a group of 5th and 6th graders came rushing up to the program leader with this demand: "We want to know what our child care rights and freedoms are; we've been learning about the Bill of Rights in school and we think there ought to be child care rights and freedoms too." The program leader jumped right in and said, "You're probably right. Let's talk about what they should be." The kids sat down and brainstormed a list of seven rights and freedoms they thought they should have every day at the center.

As we do our planning sessions, we ought to keep these rights and freedoms in mind—a program based on them is bound to be successful in meeting the needs of school-agers.

Here is their list of child care rights and freedoms in their words:

1. The right to have fun.

2. The right to play.

3. The right to choose what we want to do.

4. The right to learn new things (not just the same stuff we learn in school).

5. The right to be creative—not just art. We want to make up things—new snacks, new rules to old games, new inventions—stuff like that.

6. The right to privacy—we need a place to put our things and a place to be alone.

7. Freedom from bother—we don't want other kids to ruin our stuff and we don't want teachers always telling us what to do.

This last comment led to an interesting discussion about the kind of center rules needed to guarantee this "Freedom from bother."

Several thoughts came to mind as I listened to these children. I was reminded again of how true it is that school-age kids know what they want and need in programs; we need to listen to them often. As we do our planning sessions, we ought to keep these rights and freedoms in mind—a program based on them is bound to be successful in meeting the needs of school-agers.

Roberta Newman is a child care development and training consultant who does workshops and keynotes on school-age care. The selection above is from one of her keynotes. She can be contacted at 8 Randolph Ave., Cape Charles, VA 23310 (804) 331-3158.

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Creating Halloween Costumes Out of the Scrap Bag

Edith Head, one of Hollywood's most famous costume designers, was quoted in Parade magazine: "As I discovered, as a child at the turn of the century, half the fun of Halloween is making your own costumes. Today's children can have the same treat by letting them be a part of the magical process in inventing and carrying out their own ideas about what is the perfect Halloween 'look'".

The school-ager, with a few props, some resource books and pictures, imagination (theirs and yours) and a little adult guidance can make their own Halloween costume.

Plus, with an increased national concern for children's safety, more communities (and school-age programs) are having Halloween parties rather than the traditional door-to-door "trick or treating".

Planning and creating both costumes and the party are excellent activities for school-agers.

Halloween Scrounger's Corner

How can you use these everyday Items?

1. Make-up (involve parents by ask ing them to contribute -- new make-up only to avoid spreading diseases)
2. Plastic garbage bags (green, black, white, yellow)
3. Old clothes (involve parents, again, or call sororities, church women's groups, Rotary, Lion's Club)
4. Old boxes from TV or grocery stores
5. Yarn - for hair
6. Newspapers - for paper mache mask
7. Paper bags (from home again!)
8. Resource book - (from library) *Mask Magic* (Harcourt Brace Jovanich) making masks with low cost materials
9. Old or borrowed jewelry (parents again!)
10. Lots and lots of orange, green and brown construction paper, glue and scissors

Possible Costume Ideas:

Robot or Tin Man - large cardboard box, recycle aluminum foil, painted, with holes made for head, arms and legs
Raggedy Ann - red/orange yarn for hair, cut-off jeans, leotard tights, red striped shirt, striped socks, make-up mask
Gypsy - long skirt, big blouse, scarfs (bright colored), jewelry, make-up mask
Princess - white sheet wrapped into dress, another sheet for a cape, old jewelry, crown made from aluminum foil wrapped over cardboard
Scarecrow - Old clothes, hat, straw (or shredded construction paper)

Note:

In cultures not celebrating Halloween the ideas presented here can be adapted for festivals, carnivals, etc.

Be aware of any families who may not want their children participating in any Halloween activities for religious or other reasons. Plan ways to help those children not to feel left out.

These ideas have been adapted from an article that originally appeared in the September/October 1981 issue of School-Age NOTES.

National American Indian Heritage Month

November is National American Indian Heritage Month. This is an excellent reminder to us of the rich and diverse culture of the first Americans. But, just as the contributions of African Americans to our society should not be remembererd only during February (Black History Month), or civil rights should not be thought of only on Martin Luther King, Jr.'s birthday, the Native American culture should also be a part of the year round awareness in your program. One way to achieve this is to have books in your program's library that give an accurate portrayal of American Indians. In her book *Positively Different* (soon to be available from School-Age NOTES), Ana Consuelo Matiella provides a suggested reading list for children. The following is a portion of that list:

Corn is Maize: The Gift of the Indians by Aliki

The Desert Is Theirs by Byrd Baylor

Hawk, I'm Your Brother by Byrd Baylor

When Clay Sings by Byrd Baylor

The Gift of the Sacred Dog by Paul Goble

Ishi, Last of His Tribe by Theodora Kroeber

Annie and the Old One by Miska Miles

Island of the Blue Dolphin by Scott O'Dell

45 Activity Ideas

The minimum number of Activity Ideas in this issue is 45.

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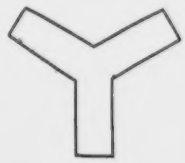
NOVEMBER CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
NOVEMBER DAYS	**National American Indian Heritage Month.** Find out about Chief Sarah of the Paiute, a linguist and lecturer, a writer of the late 1800's.	Nov 1, 1880 - the White House was completed. President John Adams and his family moved in. Find out about what visitors to the White House see.	Nov 5, 1958 - Shirley Chisholm was the first black women ever elected to the US House of Representatives. How many are there now?	For **Children's Book Week** visit a library, review new books or read aloud from a book to get started and then make it available.	Nov 26 - birthday of Charles Schultz. Collect *Peanuts* cartoons from old newspapers. Make a scrap book or bulletin board.
BE CREATIVE	Design your ideal school. Think about the rooms you would have and what the floor plan would be.	Imagine your family in a space bubble on another planet. You are self-sufficient. What animals and plants would you need?	You are planning an aquarium (or a zoo) for your city. How will it look and what will you include?	Make a model house of boxes, rug scraps and wallpaper. Put in curtains and make furniture.	Design a fashion to be worn in winter.
TOOLS	Watch a house or building being built or renovated. Observe the kinds of tools that are being used.	How many tools are used in the kitchen? Name as many as you can. Remember that utensils are tools.	Use tools to make repairs -- a needle and thread, or nails, hammer, screws, screwdriver and a thick enough board to practice on.	Learn to use woodworking tools to make something useful. (or What tools are used for work outdoors or in the yard?)	Learn how to fix a crack or hole in a wall or sidewalk.
TECHNOLOGY	List all the things you use that need electricity. What would you use instead if you had no electricity where you live?	Learn how to use a fire extinguisher or how to maintain a smoke detector.	Ask a ham radio operator to help you contact a ham operator in another town.	Learn how to operate a pay telephone or find out how the office transfers calls from one extension to another.	Learn a new skill on a computer.
UP, UP AND AWAY!	How is a plane able to (1) stay up and (2) move forward? Design a paper airplane to improve length of flight.	How do a bird's wings work to let it fly? Make a mobile of birds in flight.	Make a boomerang. 	Look in current science or news magazines to see what the Mars Observer is learning about Mars.	Look for US postage stamps about air and space. There are even space fantasy stamps. What would you put on a stamp if you could?
POTPOURRI	Draw around your hand to make a turkey. On each tail feather (finger) write one thing for which you are thankful.	Prepare a treat for the birds for Thanksgiving.	Read a story about stone soup. Organize a food drive for donations to the food bank.	Make woven paper placemats.	Cut a sponge into a turkey shape or a fall leaf shape. Use it with paint to make prints on placecards or notepaper.

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Washington Notes

by Charles Pekow

Charles Pekow is the Editor of "Day Care USA." This report was written exclusively for SAN readers.

Community Service Plan to Pay for School-Age Care

All workers in the national community service program will get school-age care if they need it. President Bill Clinton and congressional leaders agreed on a National & Community Service Trust Act of 1993 (H.R. 2010) which sets up a Corporation for National Services (CNS) to provide educational grants for volunteers who work in public service jobs. The House approved the measure and the Senate is considering it. Volunteers could get $4,725 per year for up to two years of work to pay for their educational expenses. CNS would make grants to governments, non-profits, Indian tribes, colleges and universities to operate community service programs. The bill would authorize $300 million in FY 94, $500 million in FY 95 and $700 million in FY 97, at Congress' discretion.

Implications for SAC Programs

The legislation requires that grantees provide school-age care for volunteers, either by buying the care or providing it themselves (if a school system, for instance, operates its own before- and after-school program, it could mandate that all volunteers' children be placed there). But grantees could use CNS money for care only if volunteers need it to participate — not for after-hours care or if volunteers have another source of care. CNS would have to develop guidelines for subsidy levels and eligibility. Congress hasn't estimated how many volunteers may need school-age care.

Welfare Demos Canned

The feds won't fund any special attempts this year to see if, how, and when school-age care helps parents kick welfare. The final version of the Omnibus Budget Reconciliation Act of 1993 signed into law dropped a House-passed authorization of $3 million for projects to explore ways child care could help make recipients of Aid to Families with Dependent Children self-sufficient. In its place, the legislation "encourages" such projects to be funded out of Section 1110 of the Social Security Act, which funds social service and income maintenance research.

Mom Earns 30% of the Household Income

Employed mothers of school-age children in two-parent families earn 30% of household income last year, according to Census Bureau data.

Conferences ...

(continued from back page)

TEXAS November 5-7, 1993 **New Listing**
Texas Licensed Child Care Association Annual Conference, Houston, TX, will have a SAC track **Contact:** Lorie 1-800-937-8522

WASHINGTON Nov. 7, 1993 **New Listing**
S.E. Region WA SACA Mini-Conference, Clarkston, WA **Contact:** Dale Owen 509-758-8723

CALIFORNIA Nov. 20, 1993 **New Listing**
Carousel School-Age Conference "Go for the Brass Ring", San Diego County Dept of Ed **Contact:** Sylvia Selverston 619-565-4148

ILLINOIS February 3-5, 1994 **New Listing**
Chicago Metropolitan AEYC Annual Conference will have 19 SAC workshops **Contact:** 312-427-5399

MARYLAND Jan. 22, 1994 **New Listing**
Annual SAC Conference, Baltimore, MD **Contact:** Marsha Howes 410-554-0429

GEORGIA Feb. 25-26, 1994 **New Listing**
GA SAC Association "Georgia's Latchkey Challenge: Putting It All Together", Atlanta, GA **Contact:** Kimberly Nottingham 404-373-7414

MISSOURI February 11-13, 1994
Annual School-Age Care Conference sponsored by Missouri SAC Coalition, Lake Ozark, MO **Contact:** Bonnie Vento 314-225-4494

KENTUCKY March 4-5, 1994
5th Annual KY Coalition for SACC Conference, Louisville, KY **Contact:** Norma Meek 606-739-5344

TENNESSEE March 11-12, 1994
5th Annual Tenn. School-Age Care Conference, Nashville, TN **Contact:** Cathy Henris 615-741-3312

ILLINOIS March 18-19, 1994 **New Listing**
8th Annual Spring SACC Staff Conference, Congress Hotel, Chicago IL **Contact:** Traci Mehay 312-525-0605 Afternoons only

NSACCA '94 April 14-16, 1994
National School-Age Child Care Alliance, 6th Annual Conference, Philadelphia, PA
Contact: Diane Barber 215-643-0569

CALIFORNIA April 22-23, 1994
New Listing
11th Annual California School-Age Consortium Conference,
Red Lion Inn, San Diego, CA
Contact: Darci Smith 415-957-9775

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Wanted: A New Model of Professionalism for SAC

by Steve Musson

The current discussion about professionalism and professional development in SAC makes me a little nervous. I want to take the discussion back to the basics and ask two simple, but important, questions: 1) what do we mean by the terms "professional" and "professionalism", and 2) what would be the underlying reason for trying to increase professionalism in SAC?

Spodeck, Saracho & Peters (1988) have pointed out that the term "professional" has at least three meanings. The first is as a term to distinguish someone being paid for an activity, such as "professional singer." It does not tell us about the person's skill level.

The second meaning is used to describe someone with a high level of skill and competence. When a person constructs a beautiful oak cabinet others may comment that she did "a really professional job". In this sense a SAC worker is professional to the extent that she does her job well — she is professional because she is effective and produces high quality results.

The third meaning is used to refer to the "learned professions," for example, medicine and law. These professions are characterized by (among other things) prolonged theoretical training, a distinct client-expert relationship which values distance and objectivity, and a claim to a specialized knowledge. [This knowledge may be obscured from the layman by special words and language.]

In terms of the recent discussions about professionalism in SAC I do not think that we want to use the first meaning (profession as simply paid activity). And I hope that we are not talking about becoming professionals in the same way that doctors, dentists, and lawyers are considered professionals (the third meaning). [Valuing "distance" in our expert-client relationships is not what quality care is about. And our specialized knowledge is something we are eager to share with parents, community and other SAC professionals.]

When I talk about "professionals" in SAC, I am using the second meaning, that is, someone is a professional to the extent that she engages effectively in developmentally appropriate practice and high quality programming. Personally, I did not enter nor stay in the SAC field in order to become more like a lawyer or doctor. I like the freedom, flexibility, and meaning of child care.

There is no doubt that in the future the SAC field will benefit from some aspects of increased professionalism. However, to make the most of our future I urge SAC workers to reject the traditional model of professionalism — reject the old school model that values theory over practice, encourages a snobbish distancing from clients, and a claim to "special knowledge" — knowledge that the laymen should not have access to. We must ask ourselves why do we want to become more professional?

I believe that good SAC workers deserve higher wages and more respect and social status, but I reject the idea that these things can only be achieved by pretending that we are like doctors and lawyers. I think that the new model of child care professionalism will link higher wages, better benefits and increased status with excellent results — i.e. developmentally appropriate practice and high quality programming.

[Editor's note: Another reason for becoming more professional that is implied in "developmentally appropriate practice and high quality programming" is the increased realization within our field of the need for specific knowledge and training about SAC. Being a certified elementary school teacher or a recreation specialist does not automatically mean one can be effective in an after school program.]

It seems obvious to me that increased professionalism in the SAC field is a means to an end, and not an end in itself. True SAC professionals and those who work for and in the best interests of the children, the families and the staff. The "new professionals" will help others to learn about respect, effective communication and caring. Gee, now that sounds like a profession that I want to be involved in!

References

Donald Schon (1983), *The Reflective Practitioner: How professionals think in action.*

Spodeck, Saracho & Peters (1988), *Professionalism and the Early Childhood Practitioner.*

Steve Musson, of Vancouver, British Columbia, Canada, is co-author of The New Youth Challenge: A Model for Working with Older Children in School-Age Child Care. *He is an active SAC advocate in Canada.*

EDITOR'S COMMENTS

(A definition of professional that I heard at NAEYC's Institute last year that I like is: a professional is one who has to make on the spot decisions and uses special knowledge to make those decisions.)

Musson's concern that child care would become like the medical or law professions in that it involves "a distinct expert-client relationship which values distance and objectivity" is mostly unfounded in any scenario of the future of child care or of school-age care. Rather than the danger of becoming like a "traditional model of professionalism," one that is snobbish and holds (or withholds) special knowledge, child care faces a larger issue. An issue that is one of the reasons that it is not seen as a profession. It is society's perception that "anyone" can step in and "watch" kids as long as they are not child abusers. That perception is not true for the medical and law fields.

And that perception of not needing special training or knowledge actually raises the issue of whether school-age care is a profession with a special body of knowledge or do we just have a body of practices? Do we have a pedagogy, a science of teaching? Are we actually a part of child development or early childhood care and education or a part of the study of middle childhood? These are questions to ponder as we deal with the complex issues of "professional development."

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Southern Early Childhood Assoc. Tackles SAC

The Southern Early Childhood Association (SECA), an organization of 14 states with 18,000 members, changed its name last year from Southern Association on Children Under Six. One of the reasons for the name change was to be more inclusive of and to better serve its members working in school-age care.

The Summer Issue of SECA's journal *Dimensions of Early Childhood* includes a special four page report on SAC by the SECA Public Policy Institute. "The Latchkey Solution: School-Age Care Comes of Age" reviews national issues and programs (not just from the South but includes states such as Minnesota and Hawaii).

The Summer issue also contains articles on sociodramatic play, thematic fantasy play, and reaching troubled children.

The Summer 1993 issue is available for $5. Contact: SECA, PO Box 56130, Little Rock, AR 72215. For membership info. call 501-663-0353.

What Do School-Agers Like to Do Instead of Watch TV?

Television Today: A Conversation with Bob Keeshan and Friends is a 17 minute video developed by SECA and designed for inservice training and parent meetings. Famous for his TV character Captain Kangaroo, Keeshan talks about the negative effects of TV on young children and alternatives to TV.

A group of young school-agers talk about what they like to do instead of watching television. Their unrehearsed ideas about fun make the video perfect for parent meetings.

Available for $22 ($20 for SECA members) plus $2 S&H. Order from SECA, PO Box 56130, Little Rock, AR 72215

Helping Children Cope with Death

Someone Special Died is a beautifully illustrated, sensitively written children's book about a little girl who comes to terms with the loss of someone very special to her. *Helping Children Cope With Death* is the accompanying resource guide for adults, which includes suggestions for talking about death with children, describes how children react to death, stages of mourning, and more. The books sell for $8.95 each and are part of the Fearon Teacher Aids series for Preschool through Grade Three entitled **Kids Have Feelings, Too**. To order call Fearon at 1-800-242-7272.

SAC CONFERENCES

NEW YORK October 11, 1993
Capital District School-Age Child Care Network Annual Fall Conference, Albany, NY.
Keynote: Tracey Ballas
Contact: Debera Parsons 518-426-7181

NEW YORK October 14, 1993 **New Listing**
Child Care Forum IX "After the School Bell Rings: Meeting the Needs of the School-Age Child" by Rich Scofield, Corning, NY
Contact: Evelyn Efinger 607-776-2126

NEW YORK October 16, 1993 **New Listing**
School-Age Directors' Network Wellesley Training, Westchester Community College
Contact: Jill Stewart 914-238-3684

NEW HAMPSHIRE October 12, 1993
NH SACC Coalition Conference, Bedford, NH
Contact: Cynthia Billings 603-668-1920

ONTARIO October 22, 1993
Association for Early Childhood Educators, Ontario, Hamilton Branch, Half Day Session on School-Age Care with Rich Scofield, Hamilton, ONT.
Contact: Tammy Ferguson 416-357-5491

ONTARIO October 23, 1993
AECE, Ontario, Niagara Branch, Half Day Session on School-Age Care with Rich Scofield, Niagara Falls, ONT. **Contact:** Tammy Ferguson 416-357-5491

NEW YORK October 17-22, 1993
Wellesley SACC Project Leadership Institute Pawling NY **Contact:** Ellen Gannett 617-283-2544

MICHIGAN October 19, 1993
MI SACC Conference, Southfield, MI
Contact: Sue Javid 313-228-3480

ALASKA October 21-23, 1993
AAEYC Conference will have school-age track, Anchorage, AK
Contact: Marc Robinson 907-345-3772

MANITOBA October 29-30, 1993
Manitoba Child Care Association's first ever school-age conference "School-Age Care: We Know You're Out There!!!" Saint.-Boniface College, Winnipeg MB
Contact: Debra Mayer 204-586-8587

MISSOURI October 29-31, 1993
1st Annual Community Education Conference (SAC Workshops), Lake Ozark, MO
Contact: Alison Copeland 314-526-3961

(continued on page 6)

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A Vision of Dedicated Space

The Challenge for the Year 2000

by Rich Scofield

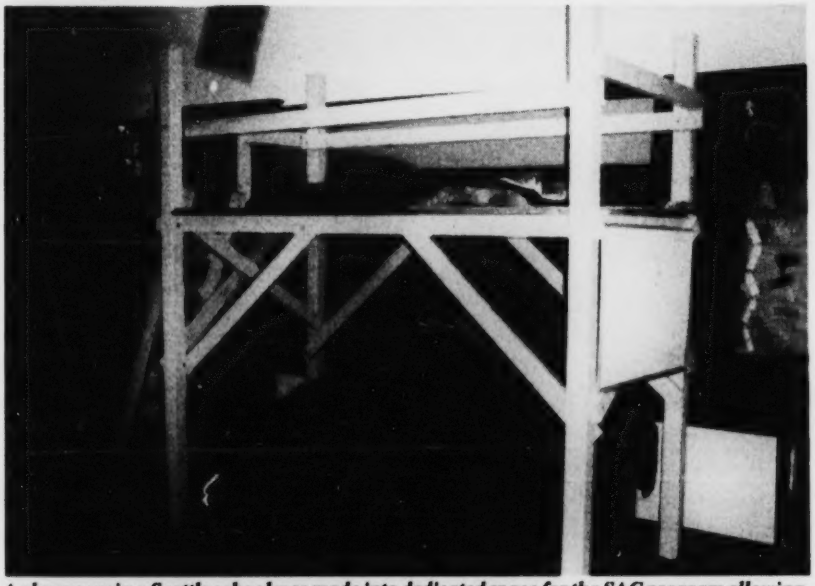

photo by Rich Scofield

A classroom in a Seattle school was made into dedicated space for the SAC program allowing for creative environment design with a loft, sofa and rugs.

The challenge for the future of quality school-age care will be obtaining dedicated space in schools instead of using barren cafeterias and gyms or using shared space in classrooms and libraries.

Shared space in schools (most often cafeterias or gyms) is the most difficult space to use.

NOISE

They almost seem as if they were made to create noise. In a sense cafeterias and gyms with high ceilings, smooth floors and unadorned walls are perfect for bouncing sounds.

I have walked into a cafeteria in which each child was appropriately engaged. Children were at tables participating in activities, playing board games and the older kids were sitting on a rug socializing. None of the behavior individually was too noisy, inappropriate or out-of-control and yet the din pulsated in my ears. It was too loud.

We know that noise can be a stress factor in the workplace. One can only wonder the stress for a child in a noisy gym or cafeteria for 2-3 hours a day all week long. And what about the stress on the caregiver who has inside duty all of the time?

Without setting a goal of obtaining dedicated space, programs by default are doomed to inadequate and inappropriate space for quality school-age care.

No one has looked at the issue of noise as a stress factor in school-age care.

INSIDE

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LACK OF PERSONAL SPACE

Each set of standards or indicators of quality school-age care points to the importance of making the program feel like home including having a place for children's belongings. Programs have been extremely creative in providing portable bins, putting markings on the floor, and designing personalized rolled-out mats for belongings. However, it doesn't replace the need for one's own permanent space where one can leave belongings from day to day without feeling like a nomad.

The clearest image for me of what we don't want is the school where the children carried their book bags and coats with them as they trudged to the different spaces in the school the program had access to – many different spaces and rooms but none they could call their own.

LACK OF WARM, HOME-LIKE ENVIRONMENT

Another key to quality that we always hear about is to provide a warm, home-like environment. Usually rugs, plants,soft lighting, bean-bag chairs, stuffed chairs and sofas and creating divided, cozy spaces are given as examples of changing the environment. Gyms and cafeterias by their nature don't feel warm and home-like.

(continued on page 2)

Vision of Space...

(continued from front page)

SPACE FOR PROJECTS

Finally, having space for leaving projects out to dry over night, leaving forts up for several days, or leaving marathon board games out undisturbed is not usually available in shared school space.

OBTAINING DEDICATED SPACE

When schools are overflowing, how can you get dedicated space?

- Ideally - a school system would appreciate the importance of dedicated space and let the SAC program have a classroom inside the building and just add another portable classroom to the row of existing portables. (Of course the new teacher would get assigned to the portable.) The program might offer to "share" its space with itinerant teachers, speech pathologists, or counselors or with other adults needing a place to work with individual or small groups of children. Making double use of the space is an obvious selling point for this concept.
- Second choice - the school places a portable classroom on the school grounds for the SAC program to use. Less desirable because of lack of water availability and going to restrooms in the building presents security issues in the late afternoon when the building is not occupied. Similar security issues might exist when using school gyms or libraries.
- In some communities programs have raised funds and bought portable buildings to be placed on the school property. Again, best use would be to trade for a classroom inside.
- In Wisconsin a non-profit, youth agency raised $250,000 to build an addition to the school building for the SAC program.
- In Seattle, WA a city bond issue was passed to have separate SAC space built into all new school buildings.
- Some programs have sought nearby houses to renovate and use as a center in order to have their own space.

DEDICATED SPACE WITHIN A CAFETERIA

SAY, Inc. of San Diego runs more than a dozen SAC programs in school buildings. I finally saw a program in a cafeteria that made me feel as though there was hope for shared space situations.

They made their own dedicated space by using a corner of the cafeteria about the size of a classroom and by placing low bookshelves (about three feet high) as the other two "walls." The corner created by the two walls of shelves meeting was left open to create an entrance way. A board acted as a gate during the day to keep kids out. Their security system was all the kids who attended the program watching during school hours to make sure no one "messed" with **their** program.

Inside, their "room" was carpeted and had bean-bag chairs and a sofa and cubbies for each child's possessions and the other fixtures of dedicated space. The children also had access to the cafeteria's tables for messy projects or just to spread out. The playground and access to it was right there and allowed for a flow back and forth according to children's interests.

SETTING A GOAL

Getting dedicated space doesn't happen by accident. Even in the ideal situation of being given your own classroom it doesn't come about unless you ask for it. Documents such as the principals' Standards for Quality School-Age Child Care obviously can be used to back your case for dedicated space.

Often in the child care field we are too accommodating and too willing to settle for the "scraps." (Our knack for being good scroungers and being innovative in recycling things can get in our way.) We may have to learn to say, "No, we can't do a quality program in this cafeteria. We need dedicated space to provide a quality program that these children may end up using every afternoon for four, five or six years."

So the first step to obtaining dedicated space is to make it a goal. Put your goal in writing and set a date - two, three, ten years from now.

Without setting a goal of obtaining dedicated space, programs by default are doomed to inadequate and inappropriate space for quality school-age care. Every program in shared space should have a vision of being in its own space some day.

THE NEXT STEP

The next step to obtaining dedicated space is to let parents, school administrators and the community know about your goal and then bring them into the process of brainstorming ways to get dedicated space. (Remember dedicated space can even mean moving out of the school building. It should not be viewed as a win-lose situation with teachers and principals.)

FOOTNOTE

Yes, there are some great programs working in incredibly difficult space. (In the September-October 1989 issue we reported about the program in a university fixed-seat, tiered lecture hall that had to set-up and take-down-and-disappear every day.) But those are extremely creative school-age care professionals. Our education system has not been able to replicate Marva Collins' success in teaching. She is unique. We cannot replicate the talented SAC professionals who can "run a program under a tree." Our school-age space must be such that the average caregiver can run a quality program in it. And our very creative SAC professionals certainly should not be expending their talents compensating for inadequate space rather than focusing on the program and the children. The vision and its goal always has to be dedicated space.

References used were:

Standards for Quality School-Age Child Care by the National Association of Elementary School Principals (Available from School-Age NOTES)

Assessing School-Age Child Care Quality by the Wellesley School-Age Child Care Project (Contact 617-283-2547)

Developmentally Appropriate Practice in School-Age Child Care Programs, 2nd Edition by Kay M. Albrecht and Margaret C. Plantz of Project Home Safe (Available from SAN)

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Ontario Looks at Seamless Day

The province of Ontario in Canada now has licensing legislation that allows school boards to operate day nurseries (child care) as defined by the Day Nurseries Act (which includes school-age care.)

Some school boards have established Seamless Day Committees to develop models of integrated staffing.

This now allows for the possibility of establishing seamless days for children. Some school boards have established Seamless Day Committees to develop models of integrated staffing. In an integrated staff model an after school staff person might work in the morning kindergarten as an assistant. All staff working with children during any part of the day would be on teams. Each team would be responsible for the same group of children from 7 a.m. to 6 p.m.

Although, some school boards are looking into the concept, increased costs are a main concern and barrier.

Wanted: Jobs for Ten Year Olds

by Barbara Sugimoto

Child care is a difficult place at times for ten year olds. They're too young to be at home, yet often feel that they are too old for child care. Our center in Winnipeg, Manitoba, has tried to fill that gap by providing some activities that the older children could be involved in if they were at home. One of those things is providing an opportunity to do jobs for money like those they could do in their neighborhood.

The jobs are posted on a board in our kitchen and it is first come, first serve, although they must complete one job before they move on to another one. The posting states what the job is and a step by step description of it, including what equipment is needed. They work without direct supervision, with a staff checking on them periodically. Therefore, they are expected to work responsibly or they could lose the privilege of doing future jobs. We pay them out of petty cash. Occasionally , a long term job will be paid by the hour, but usually there is a set fee such as 15 cents per chair for washing them.

The guidelines for these jobs are as follows:

- The child must be at least 10 years old.
- Their parents must read the job description and sign a permission slip since the child doesn't work under direct supervision.
- The jobs are usually manual jobs, such as cleaning the yard in the spring, washing chairs, or anything else that needs to be done that staff members don't have time for.
- The job must be completed and checked by an adult before payment. If a child leaves halfway through and someone else finishes , it is that person who is paid. There isn't any payment for half finished jobs.
- Jobs may be shared with one friend, but then they must also split the money.

You can add another dimension by having applications and interviews for the jobs and move into using schedules and time cards.

The success of the jobs program is dependent on who is in the center at the time and their interest in working. But on an individual basis, it is very successful. It gives children a sense of responsibility and starts teaching them a lesson about doing a good job and being repaid for it. Most importantly though, it tells them that you , as an adult, see them as maturing and capable human beings.

Barbara Sugimoto is the Supervisor of the St. Boniface Children's Place D'Enfants, Winnipeg, Manitoba

Manitoba SAC Challenges

by Debra Mayer

Debra Mayer is the editor of Child Care Focus. *In a recent editorial she listed the challenges faced by SAC professionals in Manitoba.*

According to the Canadian National Child Care Study, demand for school-age care will continue to rise, Is the Manitoba child care community prepared to meet the challenge?

- Licensing of new programs is contingent upon not ever, ever, ever requesting funding.
- School divisions which agree to accept responsibility for the operation of a program can circumvent the licensing process completely, and then quality control is out of control.

Issues such as intermittent supervision and privacy for 10-12 year olds in care continue to be unresolved.

- Parent-run lunch programs, while well intentioned, may group excessive numbers of children in a gym to eat lunch with only a few untrained volunteers, while the licensed program down the hall has vacant spaces.
- Camps and parks and recreation programs compete for the same children, while costs and quality may vary differently.
- Licensing standards for school-age programs may not always reflect the develop-

(continued on page 6)

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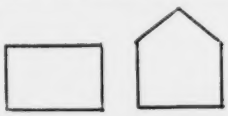
Gingerbread House

To make the house, use a gingerbread cutout cookie recipe or mix that will make rolled and cutout cookies. For a shortcut, and a smaller house, graham crackers may be used instead of gingerbread.

Make patterns from cardboard, place them on the rolled out dough and cut around them with a knife.

The pattern for the sides of the house is a rectangle 3" x 4 1/2". You will cut out two of these. The end of the house is 4" wide across the bottom, 3" up the straight sides, and 4 1/2" tall at the peak of the roof. You will need 2 of these also.



Finally, the roof requires two pieces which are rectangles 3" x 6". The house pieces may be baked and reserved in plastic bags for use the following day.

For a base you will need a piece of cardboard to make the yard. Cover it with waxed paper and tape the edges on the bottom of the card so it will not slip.

To erect the house, squeeze out a strip of frosting 6" long and set the side of the house on it. Put down another strip of frosting and set your end panel on it. Use a strip to seal the two pieces together where they meet at the corner. The frosting is both serviceable and decorative.

When both ends and both sides of the house are in place, squeeze out a strip of frosting where you will lay the roof in place, first one side and then the other. Put frosting along the ridgepole.

Now you are ready to decorate. Colorful hard candies, peppermints, redhots, gumdrops and candy canes are good for this. Spearmint leaf gumdrops can be used for trees.

Snow Frosting for Gingerbread House

1 egg white
1/4 tsp cream of tartar
1 cup powdered sugar

Beat the egg white and cream of tartar until it peaks. beat in the powdered sugar. Place the frosting in individual plastic sandwich bags. Twist the bag down and tie or use a rubber band. The frosting can be prepared ahead and stored in the bags in the refrigerator. When ready to use, clip the corner of the bag and squeeze the frosting out in strips.

African-American Toe Puppets

Make your puppet out of a toilet paper tube. Draw a face on it and give it a bit of yarn or fur for hair. Accordian fold paper strips to give it legs that dangle. Arms for the puppet should be made of cardboard and fastened with wire brads to permit movement.

Each child can make two puppets, a boy and a girl. Place a single strip of cardboard as arms joining the two of them and draw their joined hands.

Punch a hole through the hand on the outside and tie a 12" string through it. Do the same on both sides.On the free end of the string make a loop large enough to fit over the child's big toe.

Play an African tune or one with a nice rhythm. Clap or drum with your hands and use your feet to make your puppets dance.

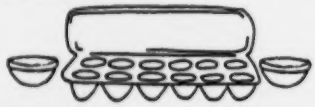
Cultural Awareness for Children, p. 17.

38 Activity Ideas

The minimum number of Activity Ideas in this issue is 38.

Adi (African Game)

Materials Needed:
- Two rows of six containers, side by side. (This can be the bottom half of an egg carton or holes made in the ground.)
- Two large containers, one at each end of the two rows.
- 48 beans, marbles or dry seeds.
- 2 players.



What To Do:
1. Place 4 beans in each of the small holes.
2. One row of six small containers and one large end container belongs to each player.
3. Flip a coin or draw straws to decide who begins first.
4. The first player picks up the four beans in the first container in their row. Going counter clockwise, drop one or more beans into each small container (belonging to both players). Drop only one bean into player's own large container.
5. When first four beans are used, pick up beans in next small container, and keep going, etc.
6. When an empty small container is reached, it's the second player's turn. Second player continues by picking up beans in next available container. Be sure to drop one bean in own larger container.
7. Special Rule: If, when adding one or more beans to one's own small container, the number of beans equals exactly four, the player may take the four beans and add to own large container. Four beans in the other player's small container means neither player may add to their large container.
8. Continue the game until one player has all the beans in their large container or until a previously determined time is up. Then count who has the most beans.

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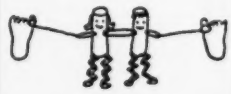
DECEMBER CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
HOLIDAYS	Find out how a particular ethnic group observes the holidays. Make your own ethnic or traditional decorations.	Decorate a holiday tree entirely with handmade ornaments.	Local historic sites may feature traditional holiday decorations in keeping with a historic period. Can you visit?	Make greeting cards for nursing home residents.	Make gingerbread houses. See p. 4 for recipes.
BIRTHDAYS	Read the *Just-So Stories* of Rudyard Kipling. Write your own "How the . . . " story.	Have a Beethoven's Birthday Party. Listen to music. Decorate with Schroeder. Remember Beethoven's accomplishments though deaf.	Before cameras, Gilbert Stuart painted more portraits of George Washington than anyone else. Paint a portrait of someone you know.	Saint Nicholas was born in Turkey. Say his name 10 times as fast as you can and you will see why he is called Santa Claus.	Six states have December birthdays. Can you name them from their postal codes: TX, MS, AL, IA, IL, IN?
WRAP IT UP!	Carve a design on half a potato. Use tempera paint to make wrapping paper of newsprint.	Marbelized paper. Pour a little oil paint thinned with turpentine on water surface in a dishpan. Lay a sheet of paper on the surface and carefully lift it off. Dry.	Make wrapping paper by blowing the paint with a straw, or by folding the paper for an ink blot design.	Practice wrapping a box with paper, folding ends and corners neatly.	Learn to make a ribbon bow for a package.
REUSE IT: PAPER TUBES	Use a paper tube to gift wrap small items. Wrap in paper longer than the tube. Twist the ends of the paper. Tie with string or ribbon.	Put beans or pebbles inside a paper tube and tape paper or light cardboard over the ends for a Kwanzaa shaker.	Make the African toe puppets on p.4. 	What shape was the cardboard the paper tube is made of before the tube was made?	Make a marble raceway with interconnected tubes, tape and string. (*Kids America* pp. 250-251.)
KWANZAA	Kwanzaa - Dec 26-Jan 1 is a celebration of black culture and black pride. Celebrate the uniqueness of the African-American culture.	Invite a storyteller or check your library for African folk tales.	Read books or show tapes of important black Americans.	Make rhythm instruments such as drums and shakers. Listen to African music and enjoy the rhythms.	Play the African game on p. 4.
AFTERGLOW	Make stationery. Use stencils, gadget prints, pen and ink, or water color.	Write thank you notes for holiday gifts or entertainment, or send a note to a shut-in.	Collect stamps off your holiday mail. Trade duplicates with your friends to get different stamps.	Collect seals. The first Christmas seals were TB seals. Other countries have them, too. How many can you find?	Decorate a tree for the birds outdoors. Use suet, popcorn, cranberries or toast.

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Washington Notes

by Charles Pekow

Charles Pekow is the Editor of "Day Care USA." This report was written exclusively for SAN readers.

Few Federal Dollar Changes

Fiscal year 94 will be a repeat of FY 93 for school-age programs dependent on federal largess. Both houses of Congress passed funding bills for the year with the same spending levels for school-age care. These include: $892.711 million for the Child Care and Development Block Grant, $450 million for Job Opportunities and Basic Skills Training Child Care, $95 million for Transitional Child Care, $300 million for At-Risk Child Care, $2.8 billion for the Social Services Block Grant, and $12.939 million for the Dependent Care Block Grant. All figures are the same as last year, except the JOBS and TCC ones. These two are entitlements and the Administration for Children and Families figure more families will need the care this year. JOBS gets boosted $55 million and TCC $11 million.

SAC Fee $ to be in Community Services Act

While the old programs are just holding on to the same inflation-reduced support, a new source for child care fees is coming. President Bill Clinton signed into law the National Community Service Trust Act and Congress is in the process of approving $391 million for it this year. A new Corporation for National Service will award grants to institutions of higher education, governments and community agencies to create programs for volunteers. For each year a volunteer works in a social service job, he or she would earn $4,275 for higher education tuition (up to two years).

And grantees would have to pay child care fees for any volunteers with school-age children needing before-and-after school care in order to work. So far, the government hasn't estimated how many participants would need school-age care. Also, volunteers may be able to work in non-profit school-age programs to earn their scholarships.

Dangerous Lead

Buildings and playgrounds used for school-age care can contain unhealthful levels of lead. And federal and state efforts to protect children in schools and day care aren't nearly adequate, according to a recent survey taken by the General Accounting Office (GAO). Most government efforts to protect children from lead poisoning have focused on housing, says *Toxic Substances: The Extent of Lead Hazards in Child Care Facilities and Schools Is Unknown.*

GAO surveyed 16 states and 57 school districts and found that no state routinely checks day care programs for all lead hazards. Seven of the states don't inspect for lead at all. None of the others routinely check all three likely sources of contamination: water, paint and soil. And while 50 of the school districts tested the water, few routinely tested the other two, which the Environmental Protection Agency considers more hazardous than water. And many of the districts didn't even test all the schools' water.

Therefore, GAO concluded that "sufficient" information is not available for assessing the full extent of lead hazards in the nation's child care facilities and schools and for assessing how adequately these hazards are being addressed." No one has collected enough data to judge how widespread lead is and how much damage it is doing to children, the report says. But exposure to lead can damage children's neurological development and lower intelligence levels. The Centers for Disease Control considers lead the most serious environmental threat to children.

Very few inspectors tested soil in playgrounds, though ground within 25 yards of major roads can contain dangerous levels of lead, the result of years of use of leaded gasoline.

For a free copy of the 21 page GAO report, request GAO-RCED-93-197 from US GAO, PO Box 6015, Gaithersburg MD 20884-6015, (202) 512-6000.

Also, the National Conference of State Legislatures (NCSL) offers its State Lead Poisoning *Prevention Directory 1993*, a state-by-state guide to lead poisoning prevention programs, for $12 plus $3 shipping and handling. Contact NCSL Book Order Department, 1560 Broadway, Suite 700, Denver CO 80202, (303) 830-2200. Credit cards taken.

At-Risk Relatively Successful

The At-Risk Child Care program works reasonably well in helping families stay off welfare, says the Office of Inspector General of the Department of Health and Human Services. The program provides $300 million per year (with a required state match) that state can use to pay for school-age and preschool care for families at-risk of falling on welfare without it.

Manitoba SAC...

(continued from page 3)

mental level of the children they are designed to protect.

- Issues such as intermittent supervision and privacy for 10-12 year olds in care continue to be unresolved.
- Training requirements for center directors [should be higher and] only 1/2 of the staff are required to be trained at all.
- Relevant training for the care of 6-12 year olds is hard to come by.

The articles by Barbara Sugimoto and Debra Mayer were reprinted by permission from the fall issue of Child Care Focus *which is a publication of the Manitoba Child Care Association, 364 McGregor St., Winnipeg MB R2W 4X3, CANADA.*

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Portfolios: A Link To Home And To School

by Gary A. Fortney

In an age of evaluation, most programs want to know how effective they are in obtaining their goals. One method of assessing a program is individual portfolios of the children and youth in your program.

The portfolio is a collection of projects and activities produced by a child which reflects the social, academic, physical and emotional growth of that child over a set period of time.

In a sense a portfolio is an autobiography by the child. The portfolio contains illustrations of art, social interaction, interviews with peers and with program coordinators, pictures of completed projects, illustrations of solutions to problems in the school-age environment, stories written, journals, personal assessment by the child, and observations (not evaluation) by the on-site coordinators of the program.

Observations are emphasized with no evaluative comments made as it is not the intent of the school-age care programs to critique work and projects but to provide opportunities to participate and to meet developmental needs.

Since there is usually a lack of storage space, it is best to have the materials placed in file folders or in small boxes. For illustration of art or science projects, a picture can be taken of the project, the project sent home, and the picture placed in the file. At all times the project or picture needs to be dated in order to compare and show grow.

Portfolios can be used to assess whether or not the program is obtaining its own established goals. This statement assumes that the program has outlined in writing goals and objectives that are performance based and child centered. By observing the children's portfolios, the district and local coordinators can compare the work and observations with the objective.

One means of comparison is interviewing the student – asking questions on the process and the project. Again, not all items in a portfolio are projects. Children could record in a journal how a conflict was resolved, whether they were participants or observers.

Portfolios may also be used as a marketing and public relations tool. After obtaining a parents' and childs' permission to use the material, the portfolio materials can be compiled into a larger portfolio to show prospective parents. The child's name can either be eliminated or remain depending upon the material brought together.

By sharing the portfolio a natural conversation opens the door for positive communication...

The portfolios become a link to the parents. Many times a parent comes in the building, signs the child in or out, says "hi," and then leaves. By sharing the portfolio a natural conversation opens the door for positive communication even in times when the information might be troubling or a concern.

At set times throughout the year the coordinator and parent can meet like a parent-teacher conference using the portfolio as the meeting ground. The portfolios reveal the growth of the child throughout the year and provide enlightening information on social and developmental advances. They can also show the parents how the child thinks and acts, as well as strengths or areas needing more attention. The portfolios and the individual parent meetings demonstrate to parents the interest the SAC program personnel have in their children's grow, development, and welfare.

The portfolios also provide a link to the school. Again like the parents, teachers might might stop by and introduce themselves, but usually little information is shared. By having a portfolio in hand and going to the educator or to the administrator of the school, the caregiver may find school personnel more willing to listen. They do want to know what the school-age program is doing, how it can assist them, and if the child is showing the same abilities and skills in a different environment from what they see daily. Thus the portfolio also opens lines of communication and fosters a cooperative effort in educating the child. *[Editor's Note: Program's should check whether they can share information with teachers or whether parental permission is needed. Ideally everyone is working in the best interest of the child, however, restrictions are to safeguard the privacy of children and parents.]*

Once the child, the parent, the school and the school-age program personnel are communicating, they can each make suggestions of what materials or projects to place into the portfolio. Some materials are planned just for the portfolio; others are placed in the portfolio because they represent what the child is doing or thinking. It is recommended that at least four projects or activities be planned each year to be entered into the portfolio. The child should have the greatest say as to what goes into the portfolio as it belongs to him or her.

Portfolios provide the school-age program coordinators a tool to assess their own program and help to market it. They also help link the program with parents and schools.

Gary A. Fortney, Early Childhood Education Specialist, is SACC Coordinator for the State of Arizona.

"Program staff gain understanding of each program participant's school, home, and other experiences outside the program and work in partnership with parents toward common goals for each child or youth." from *DAP in SACC Programs*

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Get an Early Start for Kwanzaa

Kwanzaa is celebrated December 26th to January 1st and centers around seven principles: unity, self-determination, working together, sharing, purpose, creativity and faith. Now is a good time to find resources to prepare for this celebration. Here are three from Inland Books to get you started:

Kwanzaa: Everything You Always Wanted to Know But Didn't Know Where to Ask by Cedric McClester - The origins and seven principles are fully explained in this 56 page guidebook. Celebration ideas, food recipes, Afrocentric hairstyles, fashions and gift suggestions are included. $5.95

Kwanzaa: An Everyday Resource and Instructional Guide by David A. Anderson - An ideal book to get people started in joining the 13 million Americans celebrating or observing Kwanzaa. $14.95

Let's Celebrate Kwanzaa: An Activity Book for Young Readers by Helen Davis-Thompson - Contains the 7 principles, a Kwanzaa song and rap, word games, activities for the holiday, and instructions for Kwanzaa food recipes and simple gifts. Includes a selected reading list of books for children. $5.95

Check you local bookstore for these three resources and others. If not available, Call Inland Books 800-457-9599 to find your closest bookseller that carries them.

Black Pride

The African Americans: A Celebration of Achievement is a Viking Studio Books coffee-table type collection of 250 contemporary and historical photos. While expensive at $45, it may be worthwhile for the interest points and jumping off places to explore African American heritage that it presents.

Leather Crafts

Tandy Leather is the world's largest supplier of leather and leathercraft supplies. If working with leather is something that might work for your summer program, now is the time to order and try it out before your real planning begins. For a cataog look in local yellow pages under leather for a Tandy dealer or write: Tandy Leather Co., PO Box 791, Ft. Worth TX 76101

Worthy Wages

Making News Making History is a 15 minute video about efforts across the country to increase child care wages. For information about the video, Resource Packets and Action supplements as well as how to order contact: Child Care Employee Project, 6536 Telegraph Ave, Suite A-201, Oakland CA 94609-1114 (510) 653-9889

SAC CONFERENCES

CALIFORNIA November 20, 1993
Carousel School-Age Conference "Go for the Brass Ring", San Diego County Dept of Ed.
Contact: Sylvia Selverston 619-565-4148

MARYLAND January 22, 1994
Annual SAC Conference, Baltimore, MD
Contact: Marsha Howes 410-554-0429

ILLINOIS February 3-5, 1994
Chicago Metropolitan AEYC Annual Conference will have 19 SAC workshops **Contact:** 312-427-5399

GEORGIA February 25-26, 1994
GA SAC Association "Georgia's Latchkey Challenge: Putting It All Together", Atlanta, GA
Contact: Kimberly Nottingham 404-373-7414

MISSOURI February 11-13, 1994
Annual School-Age Care Conference sponsored by Missouri SAC Coalition, Lake Ozark, MO
Contact: Bonnie Vento 314-225-4494

KENTUCKY March 4-5, 1994
5th Annual KY Coalition for SACC Conference, Louisville, KY **Contact:** Norma Meek 606-739-5344

TENNESSEE March 11-12, 1994
5th Annual Tenn. School-Age Care Conference Nashville TN **Contact:** Cathy Henris 615-741-3312

ILLINOIS March 18-19, 1994
8th Annual Spring SACC Staff Conference, Congress Hotel, Chicago IL **Contact:** Traci Mehay 312-525-0605 Afternoons only

NORTH CAROLINA March 18-19, 1994
New Listing NC School-Age Care Conference, Greensboro NC **Contact:** Jane Lee 919-227-6263

NSACCA '94 April 14-16, 1994
National School-Age Child Care Alliance, 6th Annual Conference, Philadelphia, PA
Contact: Diane Barber 215-643-0569

CALIFORNIA April 22-23, 1994
11th Annual California School-Age Consortium Conference, San Diego CA
Contact: Darci Smith 415-957-9775

DO WE HAVE YOUR SAC CONFERENCE DATES?

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School-Age NOTES

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How Do I Control These School-Agers!

by Rich Scofield

Controlling kids—everyone asks How do I control these school-agers? The concept of controlling the kids (as opposed to controlling the environment; controlling the conflict management skills to be taught; controlling the ways staff are to respond; controlling the activities presented) is probably where the wrong direction starts. From there it goes downhill.

Like a pot that's boiling, the more you try to push the lid down, the more the lid will push back. The more one tries to control school-agers the more resistance, acting out behavior and parental disenrollments from the program one will encounter.

Often young staff believe that after school should be like school in the sense that the adult lines children up (and makes them wait) and that they should be quiet. As in any relationship there has to be a sense that there is some give and take.

But What Can I Do?

Once when I volunteered on one hour's notice to fill-in and do a workshop on discipline and behavior management for infants through school-agers, Jack Wallace of Corporate Child Care Management Services gave me an interesting framework to work with. He said, "When I look at a behavior problem, I look at three things: the environment; the adults; and lastly the child." So what can you do?

Examine what you do have control over.

The Environment—If you have problems with kids running, have you left open spaces in your program such as the middle aisle in a cafeteria that literally looks like "a runway" and shouts out to kids, "run, run." Move a table to the middle to break up that open space or put a folding divider there.

What kinds of activities and interest centers do you have? Are there "enough things to do and places to be" for each child? Are the activities and materials that children can use and choose from interesting, relevant, meaningful and fun?

Like a pot that's boiling, the more you try to push the lid down, the more the lid will push back.

The Staff and Yourself—What are the techniques for interacting and responding to children that staff and you are to use? Look at the resources *Kids Club: A School-Age Program Guide for Directors* and *Please Don't Sit on the Kids.* Are you or your staff shouting or continually using Don't's and No's rather than positive action statements? Are certain children getting more adult attention than other children? Would you and your staff give the same answer if a parent asked, "What are your program's philosophy and methods of discipline?"

The Child—Does the child need certain social or peace skills? Does there need to some kind of intervention? How can you work with the parents?

The Techniques, Skills, and Program Values Presented to the Children—What communication and conflict resolution skills have you taught the children? Do you give children opportunities to practice and role play these before real incidents occur? Can children list several alternative actions they can take when conflict occurs? Do you strive for win-win solutions? Good resources for conflict resolution and win-win behavior management techniques are *Creative Conflict Resolution; Discipline that Works;* and *How to Talk So Kids Will Listen and Listen So Kids Will Talk*

What values are supported in the program such as "we strive to give the kinds of choices and atmosphere that would be in a home after school." Another might be "when we are in the program we use words to solve problems rather than verbal or physical violence." See page 3 for a discussion of "rights and responsibilities."

No one says working with school-agers is without conflict or that behaviors can be magically controlled or changed but knowing what you do have control over and working on that is the most important step to resolving the issue of "controlling school-agers."

Rich Scofield, M.S. is a child development specialist and editor/publisher of School-Age NOTES.

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SAN Issue Deemed Offensive Prompts Cancellations

One new subscriber who had just received their first issue called to cancel based on the content of the October issue. Another subscriber wrote: "This letter is to cancel our current subscription to your newsletter. I have subscribed to School-Age NOTES through three different schools and in the past found it a helpful newsletter containing curriculum ideas and articles concerning school-age care. However, I found the October 1993 issue very offensive."

Her objection was to two articles. She felt the feature "Food for Thought: Fall Celebrations" spoke against two of America's most treasured holidays – Thanksgiving and Christmas. The other article that caused her concern was "Child Care Rights and Freedoms."

Peggy Patten wrote concerned that talking about rights without responsibilities was a dangerous message. (See her letter on page 3 along with a list of rights and responsibilities.)

A Lesson in Perspectives: Editor's Response

by Rich Scofield

Food for Thought

The author of "Food for Thought", Wendy Horikoshi, talked about seeing holidays through our own "personal perspectives" and failing to teach that certain ideas about our national celebrations may be biased and "seen through one perspective." She said, "Not only do our children and youth need to learn multiple ways for dealing with any issue, but they need to be given a broader perspective for examining our country's history and relationship to the world." This is similar to the dualistic concept that a glass of water can be both half-empty and half-full at the same time.

For me, as an editor, perspectives is the best word to describe Wendy's article. She wrote the article because she had made the mistake of scheduling an event on someone else's religious holiday. I did not see her as speaking against Thanksgiving but rather saying that we should look at the different perspectives both the "proud and the shameful motivations."

As an editor, I also am aware that holidays particularly religious or traditional ones are viewed as being under pressure to change. In reviewing and editing articles I may not be as sensitive as I could be to how particular words or phrases may appear to some. School-Age NOTES certainly believes that celebrating holidays is an important part of our lives.

"Not only do our children and youth need to learn multiple ways for dealing with any issue, but they need to be given a broader perspective for examining our country's history and relationship to the world." —Wendy Horikoshi

As many of us struggle with the different perspectives perhaps the two questions Wendy raised could serve as guidelines:

- "If the history of the Thanksgiving and Christmas celebrations are taught, are other cultural or religious celebrations taught, discussed and presented with the same respect, tolerance and understanding?
- Are the daily lives of the communities of the people who celebrate these 'other' holidays studied throughout the year?"

Rights and Freedoms

The listing of rights and freedoms were not created by Roberta Newman. They were what the children had come up with after studying the Bill of Rights. Roberta suggested that we listen to what the children's issues were.

As an editor, it may have been misleading to put the children's words in bold lettering. It called attention only to what was listed.

My perspective on "The right to choose what we want to do," was that it meant choice within the context of the opportunities and choices that the adults have made available — not choice to do anything at all without boundaries. Choice to do whatever you want within boundaries means that there are times when everyone has to do something such as clean-up or go on the field trip. They don't have a choice about it. (Programs with enough staff may want to look at optional field trips and children may be interested in setting up a committee structure for clean-up.)

My perspective on "Freedom from bother—we don't want other kids to ruin our stuff and we don't want teachers always telling us what to do," was that children felt as if adults hung over them too much. I did not perceive it to mean that adults never direct children.

The person who cancelled their subscription writes: "Children need guidelines. Yes, they need well planned activities that offer choice but they also need an adult to set guidelines and

(continued on page 6)

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Rights Need Responsibilities

Dear Mr. Scofield,

I would like to respond to Roberta Newman's article, "Child Care Rights and Freedoms" which appeared in your October issue. While I agree that children of all ages need to understand their rights and freedoms, I also believe that with rights and freedoms come responsibilities. To talk about one's rights without also talking about the responsibilities we all share, gives a dangerous message. The kind of responsibilities I am referring to include our responsibility to be sure others are free from bother and are free to learn, for example (to use two of the rights developed by children in Ms. Newman's article).

Leal Elementary School — which also sponsors a school-age child care program — has adopted a statement, of "Rights and Responsibilities." This statement has been used for many years. It is given to every child, parent and teacher at the start of each school year and is taken quite seriously. It instills in children, I believe, a basic understanding of their rights and their responsibilities as a human being. I would love to see every elementary school and child care program adopt something like it.

Our obligation as educators is to engender in children an understanding of their rights as a person as well as their responsibilities to others. Not to do so results in what Lilian Katz often refers to as narcissism, a pre-occupation with one's self.

Thank you for your publication. I enjoy it a great deal and pass it along to others in the professional field.

Peggy Patten
Illinois Child Care Resource and Referral System
Urbana, IL

Rights and Responsibilities

Developed by Leal Elementary School, Urbana, Illinois

My Rights

I have a right to be happy and to be treated with compassion in this school; this means that no one will laugh at me or hurt my feelings.

I have the right to be myself in this school: this means that no one will treat me unfairly because I am black or white
fat or thin
tall or short
boy or girl
adult or child

I have the right to be safe in this school: this means that no one will
hit me
kick me
push me
pinch me
threaten me
hurt me

I have the right to expect my property to be safe in this school.

I have the right to hear and be heard in this school: this means that no one will
yell
scream
shout
make loud noises
or otherwise disturb me

I have the right to learn about myself and others in this school: this means that I will be free to express my feelings and opinions without being interrupted or punished.

I have the right to be helped to learn self-control in this school: this means that no one will silently stand by while I abuse the rights of others or when others abuse my rights.

I have the right to expect that all these rights will be mine in all circumstances so long as I am exercising my full responsibilities.

My Responsibilities

I have the responsibility to treat others with compassion: this means that I will not laugh at others, tease others, or try to hurt the feelings of others.

I have the responsibility to respect others as individuals and not to treat others unfairly because they are black or white
fat or thin
tall or short
boy or girl
adult or child

I have the responsibility to make the school safe by not
hitting anyone
kicking anyone
pushing anyone
pinching anyone
threatening anyone
hurting anyone

I have the responsibility not to steal or destroy the property of others.

I have the responsibility to help maintain a calm and quiet school: this means I will not
yell
scream
shout
make loud noises
or otherwise disturb others

I have the responsibility to learn about myself and others in this school: this means that I will be free to express my feelings and opinions without being interrupted or punished and I will not interrupt or punish others who express their feelings and opinions.

I have the responsibility to learn self-control in this school: this means I will strive to exercise my rights without denying the same rights to others and I will expect to be corrected when I do abuse the rights of others as they shall be corrected if my rights are abused.

I have the responsibility to protect my rights and the rights of others by exercising my full responsibilities in all circumstances.

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New Year

The Children's Television Workshop is hosting a New Year's Eve party for children: *Sesame Street Stays Up Late! A Monster New Year's Eve Party*. The production staff in the USA worked with those in other countries to create an international program, part of Sesame Street's 25th birthday. At a party on Sesame Street, children and Muppets watch the Monster News Network's coverage of the holiday around the world. (See back page for show time.)

Here is how children welcome the New Year in other countries.

Mexico

Children celebrate by preparing pinatas-- big, colorful papier mache animals with sweets and surprises inside. Blindfolded children take turns trying to knock the pinata down as it hangs from the ceiling. When it breaks, everyone enjoys a shower of treats.

Portugal

When the New Year starts at midnight children eat 12 grapes--one for each month of the new year--and make 12 wishes for the coming year.

Japan

Children illustrate colorful New Year's cards and pound rice to make rice cakes. Also it is a tradition to play badminton, and the children love to lose, because the losers' faces are painted beautifully by the other children.

Israel

New Year's festivities in Israel are held in autumn. The blowing of the *shofar* (ram's horn) begins the holiday. Children are given apples dipped in honey so the coming year will be sweet.

Germany

Children get dressed up and go door-to-door banging pots and pans and asking for sweets or cakes for New Year. The custom is called *Rummel-Pot-Laufer* which is the name of an old German song the children chant as they make their rounds. People give out good luck symbols for the new year.

Norway

Children participate in candlelighting ceremonies in Lilliputthammer, a magical village where the houses are small so the children can feel big. They sing farewell to the old year and welcome to the new year.

Watch on December 29 and then try some of these for yourselves early in January.

National Oatmeal Month - Clinton Cookies

Consumer Reports (October 1993) reported on a Clinton-Bush bakeoff sponsored by *Family Circle* magazine during the 1992 election campaign. The winner was the Clinton oatmeal chocolate-chip cookies, a holiday tradition in the Clinton family. January is National Oatmeal Month. Here is the recipe:

1 1/2 c. unsifted all-purpose flour
1 t. salt
1 t. baking soda
1 c. solid vegetable shortening
1/2 c. granulated sugar
1 c. brown sugar firmly packed
2 eggs
2 c. old-fashioned rolled oats
12 oz. pkg. semisweet chocolate chips

Preheat oven to 350 degrees. In a small bowl, combine flour, baking soda and salt. Set aside. In a large mixing bowl, beat shortening, sugar, brown sugar, and vanilla extract until creamy. Beat in eggs. Gradually beat in flour mixture and rolled oats. Stir in chocolate chips. Drop batter by well-rounded teaspoonfuls onto cookie sheets. Bake 8-10 minutes. Cool on sheet for 2 minutes before removing to cooling racks. Yield: 7 1/2 dozen.

Weather Predicting

What are the coldest and warmest spots in your state, country and the world?

In the northern hemisphere January is a good month to watch for record low temperatures whether you are in Fairbanks, Alaska or Key West, Florida. In fact, most local newspapers will have national and international high and low temperatures. *USA Today* also has an excellent weather section.

Plan to record the temperatures for the entire month.

Have children predict what the temperatures will be for the following week. Perhaps each child can have a different city to track, locally, nationally or internationally. How much does the temperature vary each day from low to high? How much does it vary where you live? How close does it come to record-setting temperatures?

If you live in the northern hemisphere, how does it compare to what is happening down under and vice versa?

Plan with children to do this again in July.

It's All Relative

You will need 3 pans of water--one hot, one warm, one cold. Ask your first volunteer to place his hand first in the hot water and then in the warm. Ask him what temperature the warm water is. He will say it is cold. Ask the next volunteer to put her hand in the cold water and then in the warm. Ask her what temperature the warm water is. She will say it is hot or warm. Why?

56 Activity Ideas

The minimum number of Activity Ideas in this issue is 56.

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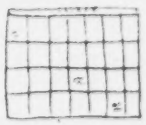
JANUARY CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
WHAT CAN WE DO NOW?	Play Follow the Leader. Make it an opportunity to stretch, march, jump or jog in place.	Fingerpaint with shaving cream on waxed paper.	Make fruit tarts or individual cobblers. Let children handle their own dough and fruit filling.	Make biscuits with a piece of cheese inside. What happens when it bakes?	Discover a new book, puzzle or game. Learn a "magic" trick.
CABIN FEVER	Have a July in January party. Wear camp t-shirts. Watch slides of summer camp. Have an indoor picnic.	Secure appliance boxes large enough to get inside. Make a puppet theater. Make a castle for a space apart.	Collect socks or gloves for a homeless shelter.	Do the Ooie Gooie. Children walk barefoot in tempera paint and then on a 30' x 50' roll of paper. Use all colors of paint.	Popcorn. Eat some. String some for your tree for the birds.
INDOOR GAMES	Count around the circle but substitute "oops" for every 7. Start over for mistakes. For older children, "oops" multiples of 7, also.	Teams of 4-6 compete to build the tallest free-standing tower of paper tubes and tape.	Play a non-elimination game of musical chairs. Players stay in but the chairs drop out one by one.	Walk in a circle, IT in the center, eyes closed. IT says STOP, points to a player and names an animal. Player makes that animal sound. IT names the player.	Players study IT. IT leaves the room and makes 3 changes. -- unties a shoe, reverses a belt, etc. The group has 3 guesses. Then choose a new IT.
RELAYS	Put all the shoes in a pile. A player from each team runs down puts on her own shoes and returns to her team. The next player then takes a turn.	Pass a ball over the head of the first player, between the legs of the next, over the head of the next. End player runs to the front. Repeat the action.	Run a relay with peanuts on a spoon.	Run a relay while grasping your right ankle with your left hand.	Give each team a puzzle. Player runs to the puzzle, puts in a piece and runs back to the team. The next player does the same. Finish the puzzle.
NATIONAL OATMEAL MONTH	Study an oatmeal box or oatmeal flakes box. Cover it with paper. Design your own box for oatmeal.	Make Mrs. Clinton's oatmeal, chocolate-chip cookies. (p. 4)	Design a castle model using a combination of oatmeal and other cereal boxes.	Make a doll cradle out of an oatmeal box.	Make oatmeal - raisin muffins.
BIRTHDAYS	Design a calendar for 1994. Put everyone's birthday on it. 	Jan 2, 1893 -- birthday of first US commemorative postage stamp. Find out about commemoratives to be issued in 1994.	Jan 12, 1933 -- Hattie Caraway was the first woman elected to the US Senate. How many women have served in the Senate since?	Jan 15, 1929 -- Martin Luther King's birthday. Find his picture in newspapers and magazines. Make a poster or bulletin board.	Jan 18, 1882 -- birthday of A.A. Milne (Winnie the Pooh stories). Jan 13, 1926 -- birthday of Michael Bond (Paddington Bear stories). Read!

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Empty House at Project Home Safe

Project Home Safe has officially ended. It closed its doors after six years of producing and providing resources to increase the safety of children and youth in self-care and to promote high-quality alternatives to the latchkey arrangement.

Major funding was through the Whirlpool Foundation and its initial funding of over one million dollars was the largest grant the school-age community had seen. Developed by the American Home Economics Association, it at first focused on self-care issues, but that quickly expanded to include moving children and youth into adult supervised programs in their out-of-school hours. Their stationery still carries the words "...Children in Self-Care."

Most school-age care professionals are familiar with Project Home Safe through its free materials and resources particularly the 20,000 copies of *Developmentally Appropriate Practice in SACC* and *Quality Criteria for SACC* which often were distributed at state school-age conferences. In addition many people received training from Kay Albrecht, author of the DAP materials, or from Meg Plantz the director. Besides specific training on their materials, they gave workshops at over 60 conferences across the country.

New Resource

Tools for Schools, Project Home Safe's final project is to be released shortly. It is a guide for school systems interested in contracting with local SAC providers to run on-site, school-based programs. It is being distributed by the National Community Education Association.

Materials Still Available

Developmentally Appropriate Practice in School-Age Child Care Programs, *second edition*, is available through School-Age NOTES.

Beyond the Latchkey: Expanding Community Options for School-Age Care, a training manual, is available through the American Home Economics Association. (See resources back page.)

Perspectives...

(continued from page 2)

expectations for good behavior. No child should have the right to live and do as they please. A child's right is to learn how to function in the world, becoming a respectable and responsible person." I agree with that. Obviously we both read Roberta's article from different perspectives.

The Bill of Rights and the Constitution state rights without adding what our responsibilities are as citizens. Perhaps this was covered in high school citizenship courses which seem to have disappeared or perhaps it is analogous to minimum standards versus quality standards.

Our laws are our minimum standards, that is, rules for not interfering with others, but quality standards such as helping others are not codified except in groups such as scouts or in religious beliefs. To philosophize, this lack of codified responsibilities may be a reason we have the newly coined term the "blame society," the idea that if something doesn't go right there has to be someone to blame and which doesn't acknowledge our responsibility for our own lives.

What does this have to do with school-age care?

If we operate our programs with the philosophy of a "home away from home," then these comments and discussion mean two things.

First, we can't ignore the values and perceptions about holidays and celebrations that are taught in each home and we must present them each with the same respect, tolerance and understanding that each family has for them.

Second, we have a responsibility to discuss and model issues around responsibility and how we treat others - hopefully each home has its set of responsibilities.

What do the children in your program think their responsibilities should be? What do the staff think about the children's rights and responsibilities?

Committing Acts of Kindness

This may be a good time to mention the concept of "committing acts of kindness" (rather than the often heard phrase "committing acts of violence").

We are concerned about acts of violence but do we ask people, "When was the last time you committed an act of kindness?"

Programs teaching kids how to "commit acts of kindness" are springing up across the country. Books and articles are urging adults to do it.

During this season that for many of us represents giving and new year's resolutions perhaps programs can help children and youth learn how to "commit acts of kindness."

Other Conferences

National Association of Child Care Resource and Referral Agencies - NACCRRA will hold its 6th Annual Policy Symposium **February 24-26, 1994** in Washington, DC. **Contact:** NACCRRA, 1319 "F" St. NW, Suite 606, Washington, DC 20004, (209) 393-5501.

17th Annual Family Child Care Technical Assistance Conference sponsored by Save the Children will be **April 14-17, 1994** in Atlanta, GA. **Contact:** Save the Children Child Care Support Center, 1447 Peachtree St. NE, Suite 700, Atlanta, GA 30309, (404) 885-1578

18th Annual Quality Infant/Toddler Caregiving National Workshop presented by Dr. Alice S. Honig, **June 20-24, 1994. Contact**: Syracuse University, QIC Workshop, Attn: Alyce Thompson, 201 Slocum Hall, Syracuse, NY 13244-1250, (315) 443-2757.

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Principals' Tips to Parents

What are principals telling parents a good school-age care program looks like? The answer is in the booklet "The Right Place at the Right Time: A Parent's Guide to Before-and-After-School Child Care" produced by the National Association of Elementary School Principals (NAESP) and based on their Quality Standards book.

The program should not feel like "school." "The mood should be relaxed, free flowing, and full of interesting things to choose from. Look for a place that offers children their choice of activities, plenty of time to play, run around, laugh out loud...." And it should meet the children's needs for **physical activity**, **mental activity** like board games and the need to explore new ideas, **individual activity** to think, read, draw and daydream and **social activity.**

"Look for a place that offers children their choice of activities, plenty of time to play, run around, laugh out loud..." – NAESP

For indoor space the booklet says, "The best setups offer a cozy, 'home away from home' feeling with carpets, couches, pillows, plants and comfortable chairs."

Shared Space Should Have Additional Space

Parents often look at programs in schools where space is shared as in cafeterias, gyms or classrooms. NAESP comments that the best arrangements in schools with shared space are ones that allow the SAC programs to also use the library, computer lab, art room, and other space for supervised activity.

To Obtain

Single copies are $3 and in bulk packs of 25 for $14.50 per pack plus $3.50 S&H from NAESP Educational Products, 1615 Duke St., Alexandria, VA 22314-3483.

More on a Vision of Dedicated Space.

by Rich Scofield

After sending the November feature article on the need for programs in shared space to have a vision of dedicated space, I came across the following in the preface of the new second edition of *School-Age Child Care: An Action Manual for the 90's and Beyond* by Michelle Seligson and Michael Allenson.

"Away from accepting inadequate space. Away from a norm that has children sitting at cafeteria tables all afternoon."

"The essence of what is possible in afterschool programs comes from facing some unpleasant truths about our society and then, in response, finding ways to make things different. To go in a different direction. Away from accepting inadequate space. Away from a norm that has children sitting at cafeteria tables all afternoon. Away from prescribed curricula and commercially packaged television products. Away from robbing children's free time to compensate for unmet educational goals."

NSACCA NOTES

The National School-Age Child Care Alliance held it's mid-year board meeting in Anaheim before NAEYC's conference. These are some highlights.

Board Still Struggling with Name As are Many Others in the Field

As reported in June a membership survey showed the majority were in favor of dropping "child" in school-age child care and board members felt it should come out but were divided on what the professional name should be.

Board members report that at this year's retreat there were three parts of the NSACCA name to consider — "National" which everyone wanted to keep; the name of the professional field - SACC or SAC or something else; and the organizational structure name currently "Alliance." A strategic planning committee was formed to come back to the April meeting with recommendations.

The struggle over "child care" or just "care" in the professional field name is being avoided by some by dropping both or looking at other possibilities - most keep "school-age."

NSACCA Public Policy Committee

The Public Policy Committee of NSACCA will meet February 27-28, 1994 in Washington DC. Sunday will be an update on legislation and Monday's meeting will take place at the Children's Defense Fund. For those committee members and others interested in attending write to: Ruth Fitzpatrick, 547 N. Broadway, Lexington, KY 40508.

Book Now for Hotel

Diane Barber reported that 1500 attendees are expected at the NSACCA Conference in Philadelphia April 14-16 and to book hotel rooms early.

The 6th Annual National School-Age Conference will have over 120 workshops and will be THE place to be for school-age care professionals.

If you have not received a postcard announcing the conference and hotel reservation info, you are not on any of the mailing lists to receive registration materials. CONTACT: Diane Barber, SEPA-SACC Project, 601 Knight Rd., Ambler, PA 19002 (215) 643-0569

Penny-Kasich Bill Defeated by 6 Votes

A bill in the House of Representatives that would have cut by 4% all school-age and other child care funding as well as combine child care funding with meals for the aging and other funding grants was defeated by 6 votes. Advocates just learned of it Nov. 10th while in Anaheim for NAEYC many call Congress from there. It was defeated just before Thanksgiving. THANKS to all who made calls particularly NSACCA members.

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Sesame St. New Year's Eve Party

The Children's Television Workshop's one-hour special *"Sesame Street Stays Up Late! A Monster New Year's Eve Party"* which visits six different countries to learn how they celebrate the new year will air Wednesday, December 29 (yes, it's not New Year's Eve) at 8 p.m. EST on PBS (check local listings). (See page 4 for more info.)

Parent SAC Guide

The Right Place at the Right Time: A Parent's Guide to Before-and-After-School Child Care by the National Association of Elementary School Principals. (See page 7) Single copies are $3 and in bulk packs of 25 for $14.50 per pack plus $3.50 S&H from NAESP Educational Products, 1615 Duke St., Alexandria, VA 22314-3483.

Community Latchkey Solutions

Beyond the Latchkey: Expanding Community Options for School-Age Care is a community training program to empower concerned citizens to act on local school-age care issues. It is organized into 7 modules of 49 topics with 400 pages of resource articles and training materials. Two modules focus on self-care skills and support services; one module on supervised programs; and one module on community organizing, advocacy and resources.

In addition to the 400-page binder 2 books (DAP and Quality Criteria); 1 booklet (parents' guide); and 3 brochures (self-care readiness, self-care preparation and quality care) are included with the manual.

Beyond the Latchkey is available by sending a check for $35, payable to AHEA-PHS, to Project Home Safe Manual, 1555 King St., Alexandria, VA 22314.

Child Care Employee Project Changes Name, Seeks Exec, and Offers Video

CCEP, most known for its Worthy Wage Campaign, has changed its name to the **National Center for the Early Childhood Work Force** and will move to Washington DC.

Executive Director position is open. Application deadline is January 10, 1994. Contact the National Center for position description, requirements, and address of Management Center that is handling applications.

Making News Making History is a new video by the National Center highlighting Worthy Wage Day efforts across the country. VHS; 15 minutes; $30 for institutions; 17.95 for individuals add 15% for S&H; Calif. residents add 8.27% tax.

Contact: National Center for the Early Childhood Work Force, 6536 Telegraph Ave., Suite A-201, Oakland, CA 94609-1114, (510) 653-9889

SAC CONFERENCES

MARYLAND January 22, 1994
Annual SAC Conference, Baltimore, MD
Contact: Marsha Howes 410-554-0429

ILLINOIS February 3-5, 1994
Chicago Metropolitan AEYC Annual Conference will have 19 SAC workshops **Contact:** 312-427-5399

GEORGIA February 25-26, 1994
GA SAC Association "Georgia's Latchkey Challenge: Putting It All Together", Atlanta, GA
Contact: Kimberly Nottingham 404-373-7414

MISSOURI February 11-13, 1994
Annual School-Age Care Conference sponsored by Missouri SAC Coalition, Lake Ozark, MO
Contact: Bonnie Vento 314-225-4494

KENTUCKY March 4-5, 1994
5th Annual KY Coalition for SACC Conference, Louisville, KY **Contact:** Norma Meek 606-739-5344

FLORIDA March 10-12, 1994 **New Listing**
FL SACC Coalition's 8th Annual Symposium "Making A Difference", Orlando, FL
Contact: Tom Mueller 813-443-7925

TENNESSEE March 11-12, 1994
5th Annual Tenn. School-Age Care Conference Nashville TN **Contact:** Cathy Henris 615-741-3312

ILLINOIS March 18-19, 1994
8th Annual Spring SACC Staff Conference, Congress Hotel, Chicago IL **Contact:** Traci Mehay 312-525-0605 Afternoons only

NORTH CAROLINA March 18-19, 1994
NC School-Age Care Conference, Greensboro NC
Contact: Jane Lee 919-227-6263

NSACCA '94 April 14-16, 1994
National School-Age Child Care Alliance, 6th Annual Conference, Philadelphia, PA
Contact: Diane Barber 215-643-0569

CALIFORNIA April 22-23, 1994
12th Annual California School-Age Consortium Conference, San Diego CA
Contact: Darci Smith 415-957-9775

DO WE HAVE YOUR SAC CONFERENCE DATES?

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photo by Rich Scofield

"When is it okay to break the rules?"

This is a photo of a bull's-eye painted on the side of a school in Anchorage, Alaska for kids to throw snowballs at. It demonstrates the concept of controlling inappropriate behavior by giving permission to break the rules within certain guidelines. In this case children's natural urge to throw snowballs is directed to a specific target. Note that this entire side of the building had no windows and a second bull's-eye was also available further to the right. Are there ways in your program to "break the rules" in a controlled way. How about 15 seconds when everybody yells at the top of their lungs, relay races in the hallway, or a Nerf Ball fight?

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Wellesley SACC Project Awarded Largest Private Grant

$6.5 Million Initiative To Improve SAC and Target Programs for Low-Income Youth

The DeWitt Wallace-Reader's Digest Fund has awarded the nation's largest private SAC grant to the School-Age Child Care Project at Wellesley College's Center for Research on Women.

The $6.5 million initiative will develop model programs designed to provide quality school-age care within targeted communities around the country. The initiative also will address the need to better prepare adults so they can provide more enriching learning and recreational activities for 5- through 12-year-olds in their care.

"The range of school-age child care services offered in many communities is often uncoordinated, of varied quality and not always available to families who need help," said George V. Grune, chairman, DeWitt Wallace, Reader's Digest Fund. "Our initiative will focus on developing higher quality care that is more accessible to those with the greatest need."

Grune also said that providing better training opportunities for child care professionals is a key element of the Fund's initiative. "It is critical that adults are properly prepared so they can give the quality of care that contributes to a child's performance in school and later in life," he added.

The Fund expects to invest up to $6.5 million in its school-age care initiative

(continued on page 2)

Major $ Source for SAC in Danger

by Rich Scofield

• Have you ever attended a school-age training or conference?
• Have you ever received a state grant to start or expand a school-age program?
• Have you ever received materials about school-age care from a state agency?

Most school-age professionals would answer yes to at least one of these questions. And in most cases the money for the professional development would have come down to the state from the Dependent Care Block Grant (DCBG) which has been available for the past seven years. **This is a small but highly effective Federal grant that is often the only or major source of SAC funding in many states and is now probably slated for elimination** in both of two scenarios. The first scenario is the Clinton budget which would eliminate it completely. The second scenario is Congress would consolidate it into the Child Care Development Block Grant (CCDG), in effect, eliminating it.

The DCBG is only $12.9 million with many states only receiving between $50,000 to $150,000. In the past only 60% of that amount went to school-age care, the other 40% to resource and referral. The

(continued on page 6)

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15 Years of SAC Workshops at NAEYC for Rich Scofield

In November in Anaheim, CA, Rich Scofield, Editor/Publisher of *School-Age NOTES* and a child development specialist celebrated his 15th consecutive year of presenting on school-age care at the annual conference of NAEYC (National Association for the Education of Young Children.)

School-age care has come a long way. In 1979 Rich's workshop in Atlanta (when all NAEYC workshops were two hours) was the only one on school-age care. In 1983 after Rich's workshop again was the only school-age workshop at NAEYC, *School-Age NOTES* and others promoted submitting workshop proposals on SAC for the 1984 conference in Los Angeles. With a couple dozen proposals received on SAC, a separate "School-Age" track was created. The 1993 conference was the 10th year of a school-age track at NAEYC—as Michelle Seligson said in the front page article, "we've come a long way."

'94 NAEYC Atlanta Proposals Due January 28th

School-age care professionals get your workshop-proposal-writing hats on and your Rhett Butler jokes ready for submitting your presentation proposals for NAEYC's 1994 Conference in Atlanta, November 30-December 3—yes, after Thanksgiving! Proposals must be **postmarked no later than January 28th.**

To have a strong school-age track, workshop proposals have to be submitted. NAEYC generally accepts a percentage of each subject area based on the number of presentations it can accept and the total number submitted.

For submission information and format criteria check the Anaheim Program, the November or January issues of *Young Children* or call the conference department at 800-424-2460 or call us and we'll FAX them to you.

Proposal Tips

- Be specific in both your workshop title and your presentation. *Example:* "Providing Quality Care" try instead "10 Ways to Provide Quality Care" and then in the workshop give specific examples for each way and ask participants for their suggestions.
- Avoid cutesy titles that don't explain what the workshop is about. *Example:* "Scarlett O'Hara Meets the 21st Century" try instead "Inexpensive New Technology Programming Ideas without a Computer."
- Pick one area of SAC to discuss. Examples: summer program playground ideas ... tips for new directors ... working with a board of directors in SAC ... developing policies for parents ... finding good staff ... setting fee structures and enrollment policies and procedures ... in-service training ... the difficult school-ager ... preparing staff for the unexpected.

Wellesley SACC Project...

(continued from front page)

over the next five years. The effort is being launched with a four-year, $1.7 million grant to the Wellesley School-Age Child Care Project (WSACCP).

Urban Models

The Fund will work with WSACCP to select three urban communities where the need for school-age services is great. These communities, which will become laboratories for developing model systems for delivering quality SAC, will be selected from a pool of five cities that will each receive $50,000 one-year planning grants in 1994.

Each of the five planning sites will engage in year-long activities to determine how to improve and coordinate local school-age care services, with special emphasis on expanding services to low-income families.

Three of the five sites will be selected for $1.4 million grants for years two through four but will need to match it in increasing increments.

Model College Curriculum

Concurrent with this model programs effort, WSACCP will develop a model college curriculum that will lead to degrees in school-age care. This professional development program will be adapted for use in local sites.

At the end of the planning period, three of the sites will receive three-year grants, and each will implement a coordinated, community-wide school-age care network.

Fund support over the next five years is expected to result in development of new collaborative models for improving the quality and availability of school-age care and the preparation of SAC professionals that could be replicated throughout the nation. At the conclusion of the initiative, the Fund plans to share training materials and information on model programs with other interested organizations and communities.

The Fund sees its new school-age care initiative as an outgrowth of its continuing investment in programs to help young people fulfill their educational and career aspirations. The November 1992 SAN issue reported on the Fund's grant to WSACCP for "Investigating Career Preparation in School-Age Care."

Michelle Seligson, Director of WSACCP, said, "The DeWitt Wallace-Reader's Digest grant validates the school-age care field and its work to meet the need for services, for quality, and for professional development. The fact that one single foundation would put such an enormous focus on and investment in out-of-school care says we've come a long way."

Contacts for this project are Michelle Seligson and Caryl Goodman, SACC Project, Center for Research on Women, Wellesley College, Wellesley, MA, 02181 (617) 283-2547.

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Metamorphosis of a School-Age Program

by Rich Scofield

Like a butterfly that goes from larva to cocooned-pupa to adult butterfly, school-age programs evolve and can often make dramatic changes. Learning that programming, conflict resolution styles, and even administrative structure can all go through a metamorphosis can help free one to experiment with change in a program. It even can help reduce conflicts produced by adhering to a status quo which may no longer be appropriate. (Change can come in small ways as the caption under the front page photo about "breaking the rules" indicates. Maybe even one of the kids suggested the solution.)

Programs that start off very adult-directed, very scheduled often find that both staff and children quickly chafe under all the structure. More choice and individual or group planning seems to produce a more relaxed and fun atmosphere that keeps kids involved and coming back for more.

"We base our program on the children's rights and freedoms and it works!"

In developing a program and working with school-agers what works best is that which is created by those who are going to use it. Parents who organized the after school program have a better and often more sympathetic understanding of the program than parents who come along four or five years down the road and view it as just a service they are purchasing. They don't have any investment in it—only what it can provide them. And that, too, is a part of the metamorphosis of a program. New ways to involve parents have to be devised.

Kids who help plan a project or activity have more of an investment and more interest in it than those who are just presented with it as one more activity and have not been involved in the genesis of it.

There isn't a right or wrong to this process. Just as on the first day of kindergarten you can't start out with fifteen interest centers, but maybe one or two. A very adult-directed programming approach in a new SAC program may be needed before moving to a more child-centered, child-directed approach.

The letter below demonstrates the metamorphosis of a program's views of child planning and of conflict management and how the children and staff were ready for the changes. It also shows that children become invested in the "rules" and "rights" when they've been involved in the planning.

Dear Mr. Scofield,

I have just finished reading the December issue of *School-Age NOTES*. I would like to commend you for addressing the issues in the Letters section head on. [*Two subscribers found the October issue "offensive" and cancelled their subscriptions. Scofield's response to their concerns dealt with the differences in perspectives—that there may be actual agreement on the issue at large but that its interpretation is viewed from two different perspectives.*] The fact that you voluntarily and publicly addressed the concerns of your readers states much about you and your dedication to what you do. I admire that. Thank you.

I would like to comment on my interpretation of the Rights and Freedoms article by Roberta Newman. I operate an unusual school-age program. My program operates in what was a traditional "day care center." We have adapted the center to offer 5 separate rooms for school-age care. They include a library, art room, game room, etc. My dream for this center was that it would be a haven for school-agers. A place they would "want" to be (not "have" to be) after school.

"We have a very strict conduct code...It is enforced. We expect good behavior and we have guidelines."

The first year was a challenge to say the least. I **wish** someone had shared your article about rights and freedoms with me prior to starting this program. We are truly successful now and my dreams are being realized day by day. This happened **only** after we learned (through trial and error) to operate our program based on a philosophy nearly identical to what the children had offered to Roberta Newman. When I read Ms. Newman's article, I immediately shared it with my staff who unanimously agreed that it stated **things we had learned already from the children in our care.** [*Editor's bolding*]

We have a very strict conduct code that is very similar to the one employed at the elementary level and it is enforced. We expect good behavior and we have guidelines. We base our program on the children's rights and freedoms and it works! We have happy, well adjusted, suitably occupied children and staff.

"[The children] are given choices daily and are learning that all choices have consequences, good and bad."

Our children are responsible for their environment. They are given choices daily and are learning that all choices have consequences, good and bad.

The Child Care Initiative is a group of local professionals in the Atlanta area spearheading an effort to provide care to a group of high-risk children. At the last meeting we discussed in length our vision for a school-age program. I introduced the October issue of *School-Age NOTES* and specifically Ms. Newman's article. After reading it to the group there was unanimous agreement that our proposed program **must** meet those guidelines.

Thank you for offering Ms. Newman's article and thank you for the great job you do. I will not only keep my subscription to SAN but will definitely renew again and again.

Just another perspective.

Jannis Barber
Childtime Childcare
Snellville, Georgia

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Profiles in Black History

Fannie Jackson Coppin, 1836-1913, was an educator who pioneered the concept of industrial education classes.

- Think about all the jobs in your community. Which require a college education and which do not? If possible visit a hospital or an industry where there are many different kinds of jobs persons do. Talk with them about their jobs and the education and skills required for them.

Charles White, 1918-1979, was known for "social art" -- paintings of southern black people that depicted their dignity despite their struggles. He also became interested in a genre that used only black and white paint, no colors.

- Try a painting or sketch using only black and white. Use the different shades to show shadows, hard lines, soft lines and highlights.

Mary McLeod Bethune, 1875-1955. The first tribute to a black person, or a woman, on public land in our nation's capital was a statue of Mary McLeod Bethune passing on her legacy to the children of today and tomorrow.

- Find out about Dr. Bethune and the college she built in Florida.
- Design a statue or memorial you think would be appropriate for another of the black heroes on this page. If possible use a multi-dimensional art form.

Oscar Michaux, 1884-1951, was the first film maker to show blacks as pioneers in the West. He had written a novel about his family's experience as homesteaders and later made it into his first movie. After that he made many movies in which the main characters were black

- Prepare a script about Mary McLeod Bethune. Research the life of your main character, and the costumes of the period. Film your production with a camcorder or make a pretend camera to shoot your scenes.

Madame C.J. Walker, 1869-1919, was the first American woman to become a millionaire through her own efforts. In 1905 she invented a hair softener and a special comb for straightening the hair. She became wealthy selling it and other cosmetics she developed for black women. Madame C.J. donated large sums of money to churches and charities and she founded a school for girls in West Africa.

- If you could start a business of your own, what kind of business would it be? How would you finance the start up? How would you market your product or service?
- If you could donate money to a favorite charity, what would you choose?

Dr. Daniel Hale Williams, 1858-1931, performed the world's first successful open heart surgery.

- Learn to take a pulse rate. What does it tell us?

Garrett A. Morgan, 1875-1963, received the patent for the first traffic light. He thought up the idea of using red and green lights to help drivers take turns at intersections.

- Prepare a skit about what happens when people do not take turns.
- When you come to an intersection, what should you do if you are on foot? if you are on a bike?

50 Activity Ideas

The minimum number of Activity Ideas in this issue is 50.

Do It Again

∞ Fold paper and cut out snowflakes.

∞ Roll out refrigerated dough and cut with heart-shaped cutter. After baking, decorate with red tube frosting or white glaze and red sprinkles.

∞ Provide red construction paper and lace doilies for making valentines.

∞ Play musical chairs.

∞ In a circle, move to music.

∞ Play *Contagious*. In a circle, the first player says, "My nose itches." She twitches her nose, and all the other players copy her action. The next player adds another symptom, e.g. "My eye blinks", "My knee jerks", "I have a cough". As each new symptom is added, all the players add it and keep doing all the others as well.

∞ Play *Poor Pussy*. In a circle, IT approaches a player and meows. The player must pat IT on the heads and say "Poor pussy", without laughing. If he laughs he will be the next IT.

∞ Make your own crossword puzzle or word search puzzle, using words related to February.

∞ Play *Recall*. Study 30 small objects laid out on a table. Put them away. Write down as many as you can recall.

∞ Play *Bug*. Roll a 1, draw a body; roll a 2, draw a head; 3 is a leg (you need six legs); 4, an eye; 5, a feeler; and 6, a tail.

∞ Make up new jump rope games for one, two, three or more jumpers at a time, single or double rope.

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FEBRUARY CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
BLACK HISTORY MONTH	Who was the first black pro basketball team? What were they called and when were they organized?	On Feb 11, 1990 Nelson Mandela was freed after 27+ years in a South African prison. Look for his picture in news magazines.	February 9, 1964. Arthur Ashe, Jr. became the first black on the U.S. Davis Cup Team. Practice your tennis strokes.	On Feb 25, 1870 Hiram Revels became the first black U.S. Senator. What state did he represent?	Try some of the activities related to the Profiles in Black History on p. 4.
CHILDRENS DENTAL HEALTH MONTH	Arrange an attractive snack tray of raw vegetables for snacks. Make carrot curls and radish roses.	Ask a dentist to show you some dental x-rays and explain what they tell him about the person's teeth.	Compare the shapes of the teeth of various animals including humans. How is the diet related to the shape of the teeth?	Make apple people with apples, raisins and peanut butter.	Spatter paint with an old toothbrush and screenwire stretched on a box frame. Use white shoe polish and colored paper.
HEART MONTH/ VALENTINES DAY	Draw around each other on paper on the floor. Now draw in all the inside parts of you -- like heart, lungs, bones . . .	Collect food labels. Compare fat and cholesterol for 200 calories of each food. Use a calculator. Make a chart of your findings.	IT leaves the room. The group hides a valentine. IT comes back to look. The group claps louder when he gets close and softer when he is far from it.	Relay. 2 valentine cut-outs for each team. Stand on one as you lay the other in front of you. Step to it; move the first one to the front. Move to it -- to the goal.	Make a valentine for someone who may not get one.
INTERNATIONAL FRIENDSHIP MONTH	Hang up a world map. Enlarge the outlines of the continents into a wall mural.	Collect pictures from catalogs or magazines as well as stamps and coins and language samples to mount on your mural.	Consult your world map and write down the names of as many countries as you can.	Invite a bilingual school-ager to teach a few basic words or expressions in another language.	How many countries can you identify which have more than one native language of citizens of that country?
DANCE	Find out about the purpose of dance in various cultures -- e.g. Thailand, US square dance, classical ballet and so on.	Assign a team to each culture or dance form. Find out about the music of the dance, including musical instruments needed.	Work on the costumes today for your particular dance form or culture.	Practice the dance steps today.	Share what each team has done, and perform the dances. Let all try each form as practical.
BIRTHDAYS	February 4, 1913 Rosa Parks. Make up a skit about her.	February 12, 1809. Abraham Lincoln. Share stories you have heard about him. Then read a biography.	February 15, 1564. Galileo Galilei invented his own telescope and discovered 4 of Jupiter's moons. How does a telescope work?	February 24, 1786. Wilhelm Carl Grimm. He and his brother Jacob wrote *Grimm's Fairy Tales*. Act out one of the stories.	February 28, 1890. Waslaw Nijinsky. Strongest male ballet dancer. What exercises do dancers do to build physical fitness?

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Major SAC $ in Danger...

(continued from front page)

percentage restriction has since been lifted. For each state it has not been a lot of money but it has been very effective:

- It has created new programs and new slots often with as little as $1000 to $2000 start-up or expansion grants.
- Most programs and slots created have been self-sufficient through parent fees thus not relying on government assistance.
- Availability of school-age care has cut down on the number of latchkey children and allowed parents to become employed outside the home.
- An under-emphasized benefit has been the creation of jobs (school-age care positions) at a very cost-effective rate since most programs run on parent fees.
- Improvement of the quality of care has also been cost effective since the work of professional development and putting on trainings and conferences often involves many volunteered hours. Development of local and state school-age groups has contributed to the volunteered hours.

Merging the DCBG into the CCDBG loses money specifically designated for school-age care often a states only source of such school-age funds.

In June of 1992 the Bush administration had eliminated the DCBG from the budget. A rally by the National School-Age Child Care Alliance (NSACCA) and R&R (resource & referral) advocates saved it. It was a Republican administration and easier for a Democratic Congress to oppose that budget proposal. This time with a Democrat in the White House it will take more pressure on Congress to keep the DCBG intact and separate.

A Call to Action

Now is the time for you to take action to help save this funding. The following is the alert sent out by NSACCA in December to 200 school-age advocates. "...The budget is being prepared now, for presentation in January. The narrow defeat of the Penny-Kasich cuts-through-consolidation amendment does not bode well for persuading Congress to over-ride the Administration budget recommendation regarding the DCBG...."

"What to do:

DOCUMENT how the Dependent Care Block Grant has helped your state [or your program] (one page maximum) and send a copy of this document to: Ruth L. Fitzpatrick, 547 N. Broadway, Lexington KY 40508 [Ruth chairs the public policy committee for NSACCA.]

Utilize this document in your meeting with public officials and in your correspondence with your colleagues.

INVITE your congressional representatives to visit programs which have benefited from the DCBG. Talk about the importance of the grant as seed money and how it has helped leverage additional dollars.

WRITE letters and encourage constituents of congressional representatives to write to their congressional members in both houses. A sample letter might include the following kind of information:

– Number of parents receiving information about child care.

– Number of children served by programs receiving funds from DCBG.

– Number of providers receiving training/technical assistance via DCBG.

– Matching funds which have been leveraged by this grant.

– Stress the importance of this grant as a specific resource for SACC and a small grant which provides maximum impact through stimulating other funds.

[For individual programs send letters to your representatives stating how DCBG funds, which are usually your state's SACC grants, have helped your program and allowed for more children to be in supervised care and how the continuation of your program has been self-sufficient. Indicate how training and state materials on SACC have helped your staff do a better job and perhaps increased retention of staff. Emphasize the importance of keeping the DCBG funds both intact and separate.]

SEND copies of the letters to Ruth Fitzpatrick."

Washington Notes

by Charles Pekow

Charles Pekow is the Editor of "Day Care USA." This report was written exclusively for SAN readers.

Dependent Care Block Grant on the Block

When Congress reconvenes, it will be faced one again with a proposal to cut spending and end the Dependent Care Block Grant. Just before for two months, the House defeated by four votes an amendment to a government reorganization bill that would have consolidated the Social Services Block Grant, Community Services Block Grant, At-Risk Child Care, Child Care & Development Block Grant (CCDBG), Dependent Care Block Grant (DCBG) and two other programs into one block grant with a 4% funding cut. The measure is designed to streamline government and save $915 million over four years.

But Senate Republican leaders have announced that they plan to bring the same measure up as part of their forthcoming Performance & Accountability Act.

Meanwhile, the Administration is also considering folding DCBG into CCDBG as part of its FY 95 budget. The idea is to save administrative costs, not to cut funding. Budget analysts figure that states can use CCDBG money for school-age and resource & referral activities reserved in DCBG.

Senate Approves Community School Measure

The Senate passed a major crime bill (S. 1607), which would authorize $100 million a year through FY 97 for Community School grants. Local governments could use the funds for community programs in schools after class hours, including school-age care.

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Older Youth Conference

Growing Up and No Place To Go: Developing Successful Programs for 9-15 Year Olds

The Oregon School-Age Care Alliance (OSACA) and the Washington School-Age Care Alliance (WASACA) are working together to plan an exciting conference designed to promote quality programs for youth ages 9-15 years old. The two day conference will be held in the Portland, Oregon area on August 19-20. The conference committee is seeking workshop presenters. Contact Colleen Dyrud 503-373-0790 Ext. 661 or Mari Offenbecker 206-461-3602 for more information.

GREEN NOTES

Recycling Holiday Cards

Now is the time to collect used holiday cards. Turn used cards into next year's holiday greetings by creating **holiday postcards**. For cards with no personal message on the inside of the front cover, cut along the fold of the card, making a postcard. You can also cut out the printed holiday message inside the card and glue it in the message area on the left-hand side of the back of the postcard. Be sure to leave enough room for the address area on the right-hand side of the back. Think of it as being just like a picture postcard. Note: cards with glitter or other attachments won't work very well.

BENEFITS:

- Promotes recycling
- Saves $ on buying new cards
- Saves $ by using postcard rate rather than letter rate

Note: The US Post Office told SAN the maximum dimensions for the postcard rate of 19 cents is 4 1/4 inches high and 6 inches long. For postcards larger than these dimensions the rate goes up to 29 cents.

If you wish to keep the postcards at the lower rate, make a cardboard pattern the kids can use to cut down the the size of the greeting cards. If you want the cards to remain oversized, then mark the correct amount of postage needed in the upper right-hand corner where the stamp goes.

- The program can use these postcards for its own use
- The kids can turn this into a money making project by selling the cards to parents next year.

This project might work best if the cards are saved now and taken out next year before the holidays to create the postcards.

RESOURCES...

(continued from back page)

signed for school systems that want to have school-age programs but want outside groups to run them.

While geared to a principal or school system, this guide would be **essential** to any program that might want to provide in-school programs. (While the YMCA is the most widely-known outside provider of school-site programs, many outside agencies and private providers including major child care chains are now involved in school-site SAC.)

Includes 35 tools and samples that can be copied and used for observing quality; de-veloping proposals, time-lines and contracts; and monitoring and improving the quality of programs.

Over 125 pages in a divided 3-ring binder for easy use. $16.50 includes shipping & handling; must be prepaid or credit card may be used. Available from: National Community Education Association, 3929 Old Lee Hwy., Ste 91-A, Fairfax, VA 22030-2401; (703) 359-8973.

Book Now for NSACCA Hotels

The December issue did not include this hotel information for the National School-Age Child Care Alliance Conference in Philadelphia April 14-16, 1994. We understand there is concern that hotel space will book quickly. There are also two large conferences at either end of the NSACCA dates.

Conference Headquarters: **Doubletree Hotel-Philadelphia** (formerly Phil. Hilton & Towers), Single & Double $95/night; Triple & Quad $105 - Call 215-893-1600

Warwick Hotel, Single & Double $95 (215) 735-6000.

Hotel Atop the Bellevue, Single & Double $125 (800) 221-0833

Continued from page 8

CALIFORNIA April 22-23, 1994
12th Annual California School-Age Consortium Conference, San Diego CA **Contact:** Darci Smith 415-957-9775

DO WE HAVE YOUR SAC CONFERENCE DATES?

School-Age NOTES

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Catalogs

—The Children's Small Press Collection has almost 500 books, many not commonly available. They are mostly children's books but include many teacher resources. Stories and subjects cover extensively African-American, Asian-American, Hispanic, Native American and other cultures as well as heroes and heroines, science and the environment, self-esteem, life crisis, books "for the Spirit" and more. CONTACT at: 719 N. Fourth Ave., Ann Arbor, MI 48104; (800) 221-8056

—1994 BLACK HISTORY CATALOG contains books, posters, videos, gifts and games. CONTACT: Empak Publishing Co., 212 East Ohio St., 3rd Floor, Chicago, IL 60611; (312) 642-8364

—1994 Women's History Catalog is ready for National Women's History Month in March as well as year round resources including children's books, posters, videos, and gifts. CONTACT: National Women's History Project, 7738 Bell Rd., Windsor, CA 95492; (707) 838-6000

—Creative Parenting Fall & Winter 1993 Catalog has books about feelings, temperament, discipline and family issues. CONTACT: Parenting Press, PO Box 75267, Seattle, WA 98125; (800) 992-6657.

The Business of Child Care

Two recent books focus on the business aspects of running a child care program.

• **Profitable Child Care: How to Start & Run a Successful Business by Nan Lee Howkins with Heidi Kane Rosenholtz** is directed at the full range of ages of care. In fact, the book focuses equally on infant/toddler care, preschool, school-age and summer care with each chapter about 10 to 15 pages Nan Howkins has advocated cost-effective yet quality services for many years. A key component to profit and cost-effectiveness is flexible scheduling of slots. She outlines in detail and with charts how to add part-time students and hourly space-available students. 270 pages hardback $24.95 plus $1.75 S&H available from the publisher, Facts on File, Atten: Customer Service, 460 Park Ave. South, New York, NY 10016; (800) 322-8755.

• **101 Ways to Build Enrollment in Your Early Childhood Program** by Ellen Orton Montanari is for preschool or school-age programs. It is a wealth of tips and strategies on marketing whether attracting new students and families or keeping the ones you have.

Under Idea #19 "Local Elementary School" there are actually five different tips including giving school secretaries pencils and mugs with your programs name and phone number on it so its always handy for them for parents looking for child care. A real idea-generator and good value at 166 pages. $12.95 plus $2.75 S&H from: CPG Publishing Co., PO Box 50062, Phoenix, AZ 85076; (800) 578-5549.

SAC Contracting Guide

Tools for Schools: Contracting for School-Age Child Care by Kay M. Albrecht and Margaret C. Plantz is the final publication from Project Home Safe. It is an extremely comprehensive guide de-

(continued on page 7)

SAC CONFERENCES

ILLINOIS February 3-5, 1994
Chicago Metropolitan AEYC Annual Conference will have 19 SAC workshops **Contact:** 312-427-5399

GEORGIA February 24-26, 1994 **New Listing**
GSACA "Tools for Schools" Pre-Conference Symposium Day - Feb 24; Celebrate School-Age Care! Conference - Feb 25-26, Atlanta GA
Contact: Kimberly Nottingham 404-373-7414

MISSOURI February 11-13, 1994
Annual School-Age Care Conference sponsored by Missouri SAC Coalition, Lake Ozark MO
Contact: Bonnie Vento 314-225-4494

KENTUCKY March 4-5, 1994
5th Annual KY Coalition for SACC Conference, Louisville KY **Contact:** Norma Meek 606-739-5344

FLORIDA March 10-12, 1994 **New Listing**
FL SACC Coalition's 8th Annual Symposium "Making A Difference", Orlando FL
Contact: Tom Mueller 813-443-7925

TENNESSEE March 11-12, 1994
5th Annual Tenn. School-Age Care Conference Nashville TN **Contact:** Cathy Henris 615-741-3312

CONNECTICUT March 12, 1994 **New Listing**
Connecticut School-Age Child Care Alliance Conference, New Britain CT
Contact: Judith Goldfarb 203-241-0411

ILLINOIS March 18-19, 1994
8th Annual Spring SACC Staff Conference, Congress Hotel, Chicago IL **Contact:** Traci Mehay 312-525-0605 Afternoons only

NORTH CAROLINA March 18-19, 1994
NC School-Age Care Conference, Greensboro NC
Contact: Jane Lee 919-227-6263

NSACCA '94 April 14-16, 1994
National School-Age Child Care Alliance, 6th Annual Conference, Philadelphia PA
Contact: Diane Barber 215-643-0569

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Giving Children Their Childhood Back

Paradigm Shifts in School-Age Child Care: A Work in Progress

by Laurie Ollhoff

Laurie Ollhoff's report - "a work in progress" - which is funded by the Minnesota Department of Education is designed to generate dialog in the school-age care profession. It is termed "a work in progress" to be commented on and re-shaped as the field decides its mission and role in school-agers' lives. The following is a synopsis of the issues raised.

Kids today face complex moral dilemmas earlier than ever before. I believe school-age child care can be a force for giving children their childhood back. SACC programs that have their base in relationships can teach social skills, interpersonal problem-solving, communication, and healthy emotional expression—all things that we are quietly losing. **I believe that SACC programs can refocus their efforts to be powerful vehicles for children's health and wholeness.**

Three critical questions are: **1)** What is the mission or purpose of school-age child care? **2)** What is our role? **3)** Do we want to become a profession? If we want to become development experts, authorities in social development and childhood interaction, then we need to become a profession. If we want to be babysitters and planners of activities for children, then professionalism is not a critical issue.

Issue 1: Empowering vs. Herding— In some SACC programs, children are herded, like flocks of sheep, to snack, then to gym, then to art, then to music. Empowering children is the process of helping them to be growing, active participants in their own development as well as decision-makers about their own child-care program.

Issue 2: Play vs. Busy-ness— Children do not need to be kept busy. SACC centers are the preeminent place to teach children values of play, playing hard, playing fair, and resting.

Issue 3: Community Building vs. Activities— One of the issues that must fit into the whole picture of child care is the place of ethics, of caring for each other and learning to be involved in their community.

Issue 4: Maturity vs. Sophistication— SACC programs need to realize the danger of facilitating sophistication without maturity.

Children do not need to be kept busy. SACC centers are the preeminent place to teach children values of play, playing hard, playing fair, and resting.

Issue 5: Self-Disciplined vs. Teacher-Punished— Self-discipline vs. teacher-discipline affects identifying role and purpose. Overly supervised children never learn to control themselves or make good decisions.

Laurie Ollhoff is Director of Project KIDS, a school-age program in Eagan, MN. Copies of her 24-page report intended to start a dialog in the school-age field are available by writing to her at: Rahn Elementary School, Project KIDS, 4424 Sandstone Dr., Eagan, MN 55122.

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NSACCA Conference News

Preconference Day

Put your tricorn hat on and get your kite ready as people line up for the National School-Age Child Care Conference April 14-16, 1994 in Ben Franklin's city — Philadelphia. Here is some information to help people plan their schedules regarding arrival times and hotel nights.

Thursday April 14 preconference day events include: **Public Policy Forum** half-day in the morning; **Professional Development Forum** half-day in the afternoon. Also on Thursday are the **Program Site-Visits**. Because of the distance to some sites, the program tours have been combined with tours to local attractions such as historical sites, tourist stops and a shopping mall. Tours are 3-6 hours. All trips are $18 and include the cost of any entry fee but not food costs. There will be preregistration for the forums and site-visits.

The **opening keynote** is Thursday evening at 7:30 p.m. The speaker is Leslie Saunders, Director of Pluralism Strategy for the Girl Scouts USA.

(continued on p. 6)

Napkin Notes

Have an idea, question or comment for SAN? Put it on a napkin and send it to us. Too often people believe they have to submit items in a formal way. We hope Napkin Notes - ideas, questions, and comments submitted on napkins - will add some fun to your contemplations about SAC and create a dialog with readers. Put this out to your staff to come up with "napkin notes" to send us.

The idea for School-Age NOTES as a newsletter with the separate columns Director's Corner, Activities, Developmental Notes, Conflict Resolution, Administrative Notes and Resources on the back page was written on a napkin in June of 1980. It seems fitting to come full circle and ask for ideas on napkins.

From Kris Krueger, Mahtomedi, MN

Thank you for the renewal reminder. We love your newsletter. It has been very valuable to our new child care program!

From Vicki Herman, Milwaukee, WI

Thanks for writing "How Do I Control These School-Agers?" in the December issue. It is just the information I need for our January Discipline Inservice! The analogy between trying to control school-agers behavior and the lid on a boiling pot will get every ones attention in the inservice.

Why does SAN sometimes give an entire address such as for contact information for resources when it also has put in the telephone number for contact information or will only give the address and not a phone number?

Aside from subscribers wanting to write contacts because postage costs less than a telephone call, we try to include addresses to help SAC professionals in other countries be able to access resources in this country. Regular phone calls often are impractical because of time differences and costs and 800 numbers are usually for U.S. callers only. In cases where we only give the address, it is usually because that's all we were given.

Dear Richard,

I have recently been involved in a national project in Australia to develop a course for people working in school-age child care, and I am extremely eager to talk with people involved in providing training for school-age care workers in the United States. I have already drafted a partial itinerary for a trip in January to Canada and the United States, based on information I have gleaned from your extremely helpful publication, School-Age NOTES. I am hoping you can provide a few more contacts.

Judith Bissland, Associate Director
Social Science and Arts
Swinburne University of Technology
Prahran Campus, 144 High Street
Prahran, Victoria 3181
AUSTRALIA

Judith Bissland - I have faxed you suggested contacts and have included your letter and address so others can send you information on what they are doing. Your inquiry and the letter that follows gives others both here and outside the U.S. some insight to the prevalence of interest in SAC issues and professional development. - Rich Scofield

Dear Rich,

A quick note to wish you all the best for 1994 and to let you know how much we enjoy reading your newsletter.

Its amazing how much we have in common. I had just finished reading our [school-age group's] December issue focusing on the need for suitable premises [space] when I received your November issue [which called for a "vision of dedicated space"]. We haven't used the term "dedicated space", a good one, but all the problems seem to be similar.

At the first conference of our new [Australian] National Out of School Services Association (NOSHSA) the federal Minister said that "premises didn't matter"! Which, as you can imagine, alienated us all.

Keep up the good work and the news flowing. Its always good to feel that

Judy Finlason
NETWORK of Community Activities,
66 Albion St., Surry Hills,
New South Wales 2010
AUSTRALIA

Concerns 10 Years Ago

From the Jan./Feb. 1984 SAN issue a report on the second SACC pre-conference day at NAEYC found the following "hot" issues and concerns:

- School-agers get labeled as "day care kids" by school personnel and other children and becomes stigma – some counteracting this by choosing "club" names.
- Only nine colleges in U.S. have bachelor's degree programs which specifically address child care including school-age.
- Continued need for more training and to receive it during non-program hours.
- Recognition of need for care for older children (11-14) – some programs have "hired" older children as assistants to work with preschoolers and younger school-agers.

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Week of the Young Child in SAC

by Vicki Herman

This year's Week of the Young Child (WOYC) will be celebrated April 17-23, 1994. It is a time to celebrate children and focus the public's attention on their needs. It is also a time to recognize people who work with children, to educate others on the importance of people who work with children and the need for quality child care and school-age programs.

In the past, the Family After School Program, which has nine sites and 450 children, has made a point to send a special thanks to all the school district administrators and staff for their support and help. A letter of thanks comes from our office. Also, letters are sent to state and federal officials reminding them of the importance of school-age care for children of working parents. FASP staff, children and parents are involved in both these processes.

Parents and state and federal officials are also informed about the importance of worthy wages for school-age care professionals.

To learn more about the Week of the Young Child and events that your center can participate in call the National Association for the Education of Young Children at 800-424-2460.

Our thanks to Vicki Herman, Program Director for The Family After School Program in Milwaukee, Wisconsin who in the July 1993 issue solicited ideas from our readers about celebrating WOYC which resulted in the following response from Eloise Lauzier.

Our WOYC

by Eloise G. Lauzier

Here in Fall River, Massachusetts, local providers have been gathering together for four years to celebrate the Week of the Young Child. We do it with an evening called *Child Care in Fall River.*

The provider group represents all forms of child care from home-based to center based, from infant/toddler to school-age, from private to public. In January of each year, the local resource and referral office distributes a notice to all providers, inviting them to participate in the event. Planning meetings are scheduled with those who are interested and ideas begin to flow.

The main objective behind the week is to provide an opportunity for the community to see what types of quality child care services are available, as well as, celebrate the children we serve. The providers choose one evening near or during the Week of the Young Child from 6:00 p.m. to 8:30 p.m. and plan hands-on experiences for the children and parents to enjoy.

...Provides an opportunity for the community to see what types of quality child care services are available...

Each provider chooses activities from their daily programming to share with the families. It's almost like a trade show, each program sets up their own space and everyone in the community is welcome, free of charge.

Committees from the participants organize decorations, media coverage and donations from local businesses for refreshments. Since the first year, the event has averaged approximately 1,000 people. The evening is filled with smiling faces enjoying games, crafts, stories, block play, and lots of energy.

The space used is an old basketball gymnasium adjacent to one of the child care centers. The transformation from gymnasium to "Child Care in Fall River" is incredible.

This experience offers the providers an annual opportunity to work together to accomplish the same goal. Even as hard times have fallen upon us, this event somehow renews the spirit and gives us new hope.

The Week of the Young Child is special to all of us and it is an opportunity for providers across the country to celebrate our most important natural resource, **the children!**

Eloise G. Lauzier is the After School Day Care Unit Program Coordinator for Citizens for Citizens in Fall River, MA.

Other April Dates for Advocacy

Thursday, April 21, 1994
Worthy Wage Campaign Day – For more information contact: National Center for the Early Childhood Work Force, formerly the Child Care Employee Project, 6536 Telegraph Ave., Ste. A-201, Oakland, CA 94609; (510) 653-9889.

Tuesday, April 19, 1994
National Youth Service Day which promotes youth volunteerism. For more information contact: Youth Service America 202-296-2992.

Thursday, April 28, 1994
2nd Annual Take Our Daughters to Work event is aimed at giving girls exposure to the workplace. Call 800-353-2525 or write to Take Our Daughters to Work, Box 9644, Uniondale, N.Y. 11555 for information.

Advocacy 10 Years Ago

Ten years ago we were advocating for passage of the "School Facilities Child Care Act" (Senate Bill S. 1531) which was "to encourage the use of public school facilities before and after school hours for the care of school-age children and other purposes."

This was the forerunner of the Dependent Care Block Grant which was broader legislation affecting the development and enhancement of SAC in all kinds of settings not just school facilities.

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Firsts For Women

Dream big. Go where no one has gone before. Following is a list of women who scored an historic first. Find out more about them. Use the information for your bulletin boards. Make up skits. Imagine you are one of these women and write a pretend diary. Imagine what you would like to be or do and make a painting of yourself achieving it.

Elizabeth Blackwell - first woman to graduate from a U.S. medical school and first woman medical doctor.

Susette La Flesche Picotte - first American Indian woman to earn a medical degree. She then returned to the Omaha reservation where she was the only doctor.

Margaret Brent - first woman to obtain a land grant, she became a leading landholder in the Maryland colony.

Nancy Ward (Nanye'hi) - first Cherokee cattle-owner.

Antonia Brico - first woman to conduct the New York Philharmonic Symphony Orchestra.

Olympia Brown - first American woman ordained by a full denominational authority (Unitarian Church).

Wilma Rudolph - first American woman runner to win 3 gold medals in track at a single Olympic competition. (Her courage in overcoming paralysis from a childhood illness is a story in itself.)

Jane Margaret Byrne - first woman to serve as mayor of a large city (Chicago)

Annie Jump Cannon - first woman to be awarded an honorary doctorate from Oxford University. (It was for work in astronomy.)

Rebecca L. Felton - first woman to preside over the U.S. Senate, and first woman in Congress to co-sponsor the Equal Rights Amendment.

Alice Hamilton - doctor and social worker at Hull House in Chicago, became interested in health problems of factory workers and pioneered in industrial medicine. She fought for reforms to protect workers from hazardous substances.

Profiles of Famous Women

Nancy Green, 1831-1923, was hired as a living trademark for a new invention -- a prepackaged, self-rising pancake flour. The name Aunt Jemima came from a character in a performance one of the inventors had seen. They named their product Aunt Jemima Pancake Mix and set up a booth at the Chicago World's Fair in 1893 where Nancy Green made her debut as Aunt Jemima. She cooked pancakes for thousand of visitors to the World's Fair, but it wasn't just the pancakes that won over the crowds. Nancy was a singer and storyteller as well as a cook and she played her role to perfection. She was so popular the Fair had to hire extra security for crowd control at her booth, and her employer got 50,000 orders from merchants who wanted to carry his new product. Nancy spent the rest of her life performing her famous role as Aunt Jemima.

Today Aunt Jemima has a negative image for many people. What do you think?

What other actors do you know who have played a role so long and so well that the actor/actress is associated with the role he/she portrays? Think about a role you could play. Work on a costume and a monologue.

Women's Day

March 8 is Women's Day in Angola, Azerbaijan, Belarus, Cape Verde Islands, Mauritania, Moldova, Tajikistan, Turkmenistan, and Ukraine. Locate these on a map or globe. Plan your own celebration of Women's Day.

Detective

Players stand in a circle. Place a ring on a string and tie the ends of the string together. Players hold down the string with both hands, palms down. The detective stands in the center and tries to find the ring as the players keep their hands moving at all times to look as if they are passing the ring. The detective gets three guesses.

Fingerprints

Fingerprint yourselves and compare the prints. Now collect a set of prints from members of your family. Is there any more similarity between your prints and those of your family than there is between yours and those of your friends?

Plan Now For Summer

Now is the time to recall fun times last summer.

Plan a day camp. Wear camp t-shirts or hats. Do a condensed version of a summer day schedule. Let campers share memories such as the neatest thing we did last summer, what I liked most/least about the summer program, something I'd like to do again this summer, or something new I'd like to try. Bring out those photos or home videos from last summer. If you made a time capsule during the summer, unveil it now.

Brainstorm with the kids for summer ideas for field trips, community involvement opportunities, weekly themes, something different to see or do. Did their families do anything that night also be fun for kids club? If these ideas cost money (travel, admission fees) let the kids write or call for information on prices and discounts and plan a budget. What resource persons do they know who might bring an activity or skill to the site? (Do not overlook parents, grandparents or other family members. Where do the parents work, and what are their hobbies?)

Let the kids help design the information/registration brochure for the summer program, or at least a promotional or advertising piece that they could carry home.

69 Activity Ideas

The minimum number of Activity Ideas in this issue is 69.

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MARCH CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
SPECIAL DAYS	March 1, 1961 Birthday of Peace Corps. Invite someone who has served as a Peace Corps volunteer to tell about the program and their experience.	March 3 in Japan is a day honoring girls. Families also display their doll collections. How could you celebrate?	*Women's History Month*. Assign a different group each week to do a bulletin board on achievements of women.	March 14, 1879 Birthday of Albert Einstein. What did he mean "Imagination is more important than knowledge"?	March 29, 1886 Coca-Cola was introduced by inventor John Pemberton. Invent a new drink of your own--a new fruit juice combination or fruitade perhaps.
IRELAND	Locate Ireland on map or globe. Compare the size of Ireland with the size of your state or province. Compare the topography.	What can you learn about the climate of Ireland? How does it affect food, clothing and exports of Ireland?	Find about these Irish traditions: the Blarney stone, leprachauns, a shilleleagh, and shamrocks.	Offer baked Irish potatoes and various toppings for snack, or do potato prints of shamrocks.	March 17 is St. Patrick's Day. Cut out green paper shamrocks for everyone to wear. Serve green snacks.
CREATIVE ART	Do a painting using handprints.	Color hard with wax crayons. Fill the paper. Turn it over. Use it as carbonpaper to transfer a design from a top sheet to a bottom sheet via the one between.	Make a mural for the four food groups. Make it big enough for everyone's favorite foods.		Put down table paper on the table and make a painting as big as the table top.
LINGUIST	Learn to write an alphabet in another language or count to ten in another language.	Learn a folk song in another language. Find out what the words mean.	See how many words you can find that came into English from foreign languages. (See etoymologies in a dictionary.)	Work together to collect samples of how to write and to say "I love you" in as many languages as you can.	Learn a few words in American sign language.
LET'S PRETEND	*Pantomime* Practice showing various feelings through facial expressions and body movement; no speaking. Do a skit in pantomime.	*Fable* A fable is a story about an animal that overcomes difficulty by being clever. Share some fables. Make one up.	*Clowning* Each clown thinks up his/her own face costume and character. In pairs work up clown routines.	*Jokes* In comedy, timing is everything. Practice in pairs telling your joke or funny story. Then share it with the whole group.	*Charades* In two teams take turns acting out the words in the title of a popular song or movie for the other team to guess the title.
INDOOR BALLGAMES	Hot Potato - Sit in a circle and roll a ball. Pretend the ball is hot. The object is to touch it as little as possible and keep it moving at all times.	Join hands in a circle. IT is in the center. IT tries to roll a ball out of the circle. Players use their feet to keep it in. When the ball goes out get a new IT.	Draw a target on the chalk board. Take turns throwing a moist nerf ball at the target. Try to beat your own score.	Join hands in a circle. With your feet roll a ball from player to player around the inside of the circle. For a large circle use more balls.	From a distance of 10-15 feet, throw a ball so that it will bounce on the floor once and land in a wastebasket.

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Washington Notes

by Charles Pekow

Charles Pekow is the Editor of "Day Care USA." This report was written exclusively for SAN readers.

Start-Up Grants for SAC in Housing Projects

The federal government is offering grants of up to $300,000 to start or expand school-age programs for public and Indian housing residents. The funding is available under the Public Housing Child Care Demo Program. Grantees can use funds for center-based or in-home programs in or near housing projects.

Only Head Start programs and resident management corporations and resident councils of housing projects can apply for the grants. But they can subcontract with other non-profits to operate the programs, so school-age providers can work with these groups on obtaining and using the funds. Applicants must show a need for the services in the area. For details and applications (due Feb. 18), see the Dec. 20 Federal Register or contact Madeline Dowling, Head Start Bureau, PO Box 1182, Washington DC 20013, (202) 205-8549.

Criminal Background Checks to Be Available Within Three Years

Three years hence, centers should be able to check job applicants for criminal backgrounds. Congress passed the National Child Protection Act, which requires states to provide criminal records into a national databank employers can use to see if providers or job applicants have been convicted or are under indictment for child abuse or other violent crimes, as well as prostitution, felony drug counts, etc. While states must collect and provide the data to the Department of Justice, no state or program must check providers.

Child Nutrition Bill Would Boost Snack

After-school programs may find it easier to get reimbursed for serving snacks in the future. Reauthorization bills for child nutrition programs, which Congress must consider in 1994, include some boosts. In the Senate, the Better Nutrition & Health for Children Act introduced by Sen. Patrick Leahy, chairman of the Committee on Agriculture, Nutrition & Forestry, would deem school-age children automatically eligible for an after-school snack if they meet eligibility criteria for other child nutrition programs.

And in the House, Rep. Lynn Woolsey (D-CA) introduced H.R. 3582, which would allow after-school programs to get **reimbursed for serving snacks to children up to age 18**. And Reps. Dale Kildee (D-MI) and Bill Goodling (R-PA) introduced the National School Lunch Act & Child Nutrition Act of 1966 Amendments (H.R. 3580), which would expand use of Nutrition Education & Training funds to include educating children and families through after-school programs.

NSACCA . . .

(continued from front page)

Registrations Mailed

D-Day February 25 — If you have not received your registration material by Friday Feb. 25th, call 215-643-0569. The deadline for early registration is March 11 and final deadline March 31. Hotel reservations need to be made **now** if not already done so. Doubletree $95/105 - 215-893-1600; Warwick $95 - 215-735-6000; Bellevue $125 - 800-221-0833

Friday Workshops

Over 120 workshops in two days – some of Friday's topics are: But They Spit Scratch and Swear ... Stress How do You Spell Relief ... Moving from Me to We: How to Build an Administration Team ... Teaching Tolerance ... Explore the Scientist in You ... When Your Inner Child Meets the Child at SAC ... Mosaic: Fitting the Pieces Together - Intervention Strategies that Work

Saturday Workshops

Some of Saturday's topics are: Feed the Custodian, Romance the Teacher and Adopt a School Board Member ... Space the Vital Frontier in SACC Programs ... Just-a-Minute Games ... You Ought to be in Pictures: Photography and Video in SACC ... Summer Sizzle ... SACC Dinner Theatre: One Model of Parent Involvement ... Between Love and Discipline ... Reflections on Scandinavian SAC.

Silent Auction

The 2nd Annual Silent Auction will be held Friday evening. Items to be auctioned will include handmade crafts, t-shirts, pieces of art, books and program resources. Do you have something to donate from your state? Contact: Sandy Kaufman or Connie Morak 215-572-0862

Programs Close Doors to Parents to Open the Doors to Quality

Many local programs in the Philadelphia area including some school district-wide programs are closing their doors Friday April 15 to allow all their staff to attend the National SACCA Conference.

Diane Barber, Pennsylvania Chairperson for the Conference told SAN, "Closing a program to enable staff to attend a conference that gives them access to national experts sends a statement to parents, school districts, and community about the need for training to enhance program quality. For many parents and probably some employers the range of inconvenience will be from mild to great. But whether mild or great, closing program doors still reminds everyone of the importance of school-age care.

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Must Have Catalogs . . .

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—**Redleaf Press**, 450 North Syndicate, Ste 5, St. Paul MN 55104 (800) 423-8309

Other Catalogs

—**S&S Arts & Crafts** now promotes its products to both "day care & after school programs." All kinds of craft projects, craft materials, dramatic play and manipulatives. S&S catalog has been a staple resource for SAC programs for many years. CONTACT at: PO Box 513, Colchester CT 06415 (800) 243-9232

—**Lakeshore Learning Materials** is one of the best one-stop-shopping for non-book resources such as arts & crafts materials, mobile storage furniture, sand & water tables, table manipulatives and blocks plus puzzles and much more. CONTACT at: PO Box 6261, Carson CA 90749 (800) 421-5354

—**Constructive Playthings** contains materials and equipment for active play, block play, manipulatives, furniture, "after school games" and more. CONTACT at: 1227 East 119th St., Grandview MO 64030 (800) 448-4115

—**Chime Time Movement Products** carry interesting movement equipment such as BODY SOX that kids climb into plus mats & foam shapes, safety & play balls, beginning sports equipment, health related fitness equipment, floor scooters and storage containers. CONTACT at: 2440-C Pleasantdale Rd., Atlanta GA 30340 (800) 477-5075

—**FREE SPIRIT Publishing** has self-help materials for both children and youth as well as materials for parents and teachers including books, posters, games, and cards. CONTACT at: 400 First Ave North, Ste 616-41, Minneapolis MN 55401 (800) 735-7323

—**National Education Association (NEA)** Professional Library has a four-page early childhood flyer with twenty resources several of which people in SAC may find helpful. Also available is a full 36 page catalog. CONTACT at: PO Box 509, West Haven CT 06516 (800) 229-4200

—**Children's Resource Center** has a flyer about the Phrenogarten Experience which is an arts-based educational program using puppets, music, art, and peer leadership. CONTACT at: PO Box 8697, Scottsdale AZ 85252 (800) 641-KIDS

We came across these resources in the Early Childhood Product Pak (mail-back cards). Some are free catalogs and others are resources for sale (we have not seen or reviewed them).

- **Book** - The Complete Playground Book, Syracuse University 800-365-8929
- **Catalog** - about sleeping cots 800-960-5600
- **Stain Remover** - "Spot Blaster" 800-421-8481
- **Software for center management** - These three companies will send demo disk and information - **SofterWare, Inc** 800-220-4111; - **YORE** 800-220-YORE; - **Mount Taylor Programs** [for Macintosh] 800-238-7015
- **Fund raising** through creating your programs own cookbook 800-853-1364
- **Book** - Nutrition and Meal Planning in Child Care Programs: A Practical Guide, American Dietetic Association 800-745-0775 ext 5000
- **Catalog** on playground equipment 800-843-9915
- **Catalog** on play structures and playground equipment 800-426-9788
- **Information** on playground surface material 800-FIBAR-21
- **Catalog** of children's music including cross-cultural tapes 800-443-4727

Conferences . . .

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NSACCA '94 April 14-16, 1994
National School-Age Child Care Alliance, 6th Annual Conference, Philadelphia PA
Contact: Diane Barber 215-643-0569

CALIFORNIA April 22-23, 1994
12th Annual Calif. School-Age Consortium Conference, San Diego CA
Contact: Darci Smith 415-957-9775

OKLAHOMA April 30, 1994 **New Listing**
OK Office of CC School-Age Conference, Keynote: Kay Albrecht
Contact: LuAnn Faulkner 1-800-347-2276

PENNSYLVANIA May 21, 1994 **New Listing**
SE Penn. SACC Project Summer Workshop with Rich Scofield, Penn Wynne PA
Contact: Lauren Atwell-Douglas 215-643-0569

MASSACHUSETTS June 25-30, 1994
New Listing "Caring for School-Age Children", Instructor: Ellen Gannett, co-sponsored by SACC Project and Advanced Seminars in CC Administration, Wheelock College, Boston MA **Contact:** Pat Day 617-734-5200 X279

DO WE HAVE YOUR SAC CONFERENCE DATES?

Check Your Address

Our mailing list service converted our subscription list to a new computer system.
In the process many of the addresses were either inverted or had a line dropped.

Please check your address carefully.

Let us know **immediately** if it is incorrect.

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SAC Video, Viewer's Guide & Trainer's Guide Now Available

Roberta Newman, known for her work in school-age care for over twenty years, has produced a video and accompanying guides.

Video & Viewer's Guide

Keys to Quality School-Age Care is a practical, step-by-step approach to using "Four Keys" to unlock the doors to quality programs: 1) Planning with School-Age Children in Mind; 2) Organizing for Diversity and Choice (Staffing, Scheduling, and Using Space Effectively); 3) Viewing Parents a Partners with Programs; and 4) Collaborating with Others Who Can Help. It includes interviews with parents, schoolagers, program directors, caregivers and school personnel. **VIDEO** is VHS 25 minutes.

Viewer's Guide contains video program summary, training modules and exercises, supplementary readings and worksheets. It can be used for self-study or for organized in-service. Contains enough exercises and extensions of those exercises to provide several in-services each month. 110 pages

The **Video & Viewer's Guide** is available from School-Age NOTES for $39.95 ($35.95 for subscribers) plus $4.50 S&H

Trainer's Guide

Trainer's Guide to Using the Video & Viewer's Guide - Contains video program summary, uses of the viewer's guide for training and common challenges for school-age programs. The trainer's notes includes possible discussions of core exercises and how to build on them with a diverse range of exercises corresponding to level of experience of staff or workshop participants. Includes tips for training and points to highlight. Bibliography and list of resources for school-age programs. 120 pages $16.95 ($14.95 for subscribers) plus $3.50 S&H

Catalogs

Must Haves

As we look at 1994 many spring catalogs come across our desk. The following are three **must have** catalogs that we usually mention each year because we believe in their resources and because with the high turnover in our field many new people to school-age care might not be aware of them. All catalogs listed are free:

—National Association for the Education of Young Children (NAEYC), 1509 16th St., N.W., Washington DC 20036 (800) 424-2460

—Gryphon House, PO Box 275, Mt. Rainier MD 20712 (800) 638-0928

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SAC CONFERENCES

GEORGIA February 24-26, 1994
GSACA Pre-Conference Symposium Day - Feb 24, Conference - Feb 25-26, Atlanta GA
Contact: Kimberly Nottingham 404-373-7414

PENNSYLVANIA March 5, 1994 **New Listing**
Western Penn. SACC Alliance Annual Conference, Sharon PA, Keynote: Rich Scofield
Contact: Donna Campbell 412-658-4766

KENTUCKY March 4-5, 1994
5th Annual KY Coalition for SACC Conference, Louisville KY **Contact:** Norma Meek 606-739-5344

FLORIDA March 10-12, 1994
FL SACC Coalition's 8th Annual Symposium, Orlando FL **Contact:** Tom Mueller 813-443-7925

TENNESSEE March 11-12, 1994
5th Annual Tenn. SAC Conference, Nashville TN
Contact: Cathy Henris 615-741-3312

ARKANSAS March 14-16, 1994 **New Listing**
All day SAC workshops by Tracey Ballas and Rich Scofield sponsored by Ark. State Univ. - **Jonesboro** March 14, **Little Rock** March 15, **Ft. Smith** March 16 **Contact:** Linda Griffin or JoAnn Nalley 501-972-3055

CONNECTICUT March 12, 1994
Conn. SACC Alliance Conference, New Britain CT **Contact:** Judith Goldfarb 203-241-0411

ILLINOIS March 18-19, 1994
8th Annual Spring SACC Staff Conference, Congress Hotel, Chicago IL **Contact:** Traci Mehay 312-525-0605 Aftemoons only

NORTH CAROLINA March 18-19, 1994
NC SAC Conference, Greensboro NC
Contact: Jane Lee 919-227-6263

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Creating Themes

photo by Nancy Alexander

Starting with a simple object like a water bottle cyclists use may lead to a theme on different containers and ways to get fluids which may lead to a trip to the museum to see how astronauts get their food and fluids in space.

One part of programming for school-age care is the development of a theme around which some of the planned activities are centered. The theme also serves as a springboard for ideas that kids use for their own spontaneous activities and play.

One problem that often occurs when planning a theme is that the theme is so broad and complex (such as transportation, the seasons, animals) that it becomes a shallow treatment of the subject. It does not allow children to get fully involved. Children, especially school-agers who like to take things to completion, need to have opportunities to experience individual things to their fullest. They need opportunities to take ideas as far as they can developmentally. This means allowing school-agers to practice or play out some ideas until they have fully experienced one or two simple concepts.

One planning technique is to focus in on specific ideas rather than a broad concept. Take a broad idea like nutrition or a category like fruit and then choose one part of it to expand upon such as an orange.

This is what Jo Hopkins, former director of the Champaign IL Park District After-School Program did in an article originally appearing in the January/February 1983 issue. She outlined the thinking process with concrete examples that the children and staff could get interested in and build upon with other related activities.

Reminder: Themes should reflect the interests and concerns of the children themselves rather than a set curriculum by the adults. Presentation of something familiar but not high interest like an orange can be turned into high interest by the way the adult presents it and relates it to the children's lives.

"Orange" You Glad

by Jo Hopkins

Creating themes for school-age programming is not really difficult once the leader learns to think in a "strange" way. Because certain topics are appropriate for certain

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Tracey Ballas Asks Congress:

What did you do after school?

Tracey Ballas, president of the National School-Age Child Care Alliance (NSACCA) testified before Congress February 9th on behalf of NSACCA and school-age care professionals. She asked that Congress reauthorize and appropriate $20 million for the Dependent Care Block Grant (DCBG). This grant is the only federal legislation exclusively devoted to school-age care and child care resource and referral services.

Ballas asked the questioned many SAC people have heard in training, "What did you do after school when you were a school-age child? Where did you go and what did you like to do?"

Congressman John Edward Porter of Illinois said his mother was home and that he played in the neighborhood and played lots of sports.

Congresswoman Nancy Pelosi of California remembered going to the library and reading lots of books.

Congressman Jose Serrano of New York played games in the street such as stickball and kick the can.

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Creating Themes...

(continued from front page)

age groups, it sometimes seems that schools have developed all of the topics to the fullest and there isn't much left that is new and appropriate. Not true! The group leader's role is to take the usual school subject and find a new and *different* angle of approach; one that is fun and interesting. The very simplest of objects can serve as a springboard for a multitude of avenues. Take, for example, an orange. An orange has an outside, an inside, a history, and a future. An orange can demand that children use all of the skills and knowledge that they have been building for six hours a day for several years.

Using an orange for a springboard *does* require that a leader plan ahead a bit. Step one is to arrange to have oranges for snack one day. Step two is some mental organization, and preferably some organization on paper. Allow for discussion and discovery. Use brainstorming. Record answers. Make charts. Ask questions that have many answers. You might start with:

1. How would you describe this object. There is probably not a child in the program that has not been through numerous school units on the five senses. The description usually covers things such as color, texture, taste and smell. Be alert for any new words or for any words used by an older child that a younger one may not be familiar with, and let the older one explain the new word. Discussion around the snack table helps keep it informal and not feel like school.

2. Is there anything about this orange that is like us? Among other concepts the group may become aware that, like us, an orange has "skin", oil in the "skin", and "pores".

3. What is inside of an orange? Obviously, juice. Will they mention juice, seeds, segments, membrane? If they don't, lead them to it. Make a list of the items mentioned. You may wish to use this for a comparison with another object later.

4. How many segment does an orange have? Let each child guess. Write the guess down on a chart. Peel the orange. (Does everyone peel an orange in the same way?) Count the segments. Who came closest? Is there an average number of segments?

5. How many ways can we eat this orange? You may be surprised at some of the answers. If foods such as orange muffins are mentioned, can they be made by the group?

6. Why do people keep saying oranges are good for you? You will probably hear about the vitamins. Which vitamins? Can you see them? How do you know they are there? Oranges have acid. Will it react on soda in the same way that vinegar does? What does "citrus" mean?

The theme also serves as a springboard for ideas that kids use for their own spontaneous activities and play.

7. What can we do with the parts of the orange that we don't eat?

Seeds:

- dye them
- plant them
- soak and punch holes in them for a necklace
- make mosaics....

Peels:

- grate for use in cooking
- dry and use for potpourri
- cut in strips and glue to scrap lumber for a name plate
- boil to make a dye
- use for crayon rubbings....

If you cut the oranges in half from top to bottom and remove the segments, the cups can be used to hold ice cream, Jello, nuts, etc.

8. Where do oranges come from? If they know oranges come from trees, do they know where the trees grow in the United States and in which other countries? Will they know where oranges were first planted, or who brought the seeds to this country? (The Encyclopedia Brittanica will tell you that Columbus brought orange seeds with him in 1493. European settlers planted oranges in Florida and Brazil during the 1500's. Spanish missionaries started the California orange groves during the 1700's.)

9. What do we do next? Through discussions you may find the group interested in trying to grow an orange plant. What do plants need in order to grow? Why is the Orange Bowl call the Orange Bowl? Are all oranges the same? (Bananas aren't.) Are there other fruits similar to oranges? (Grapefruit, limes, lemons, kiwi.) How do astronauts eat fruit in space?

Take any one of these questions, plus others that the children come up with, and you are ready to take off on your next theme.

During the course of preparing and eating a snack as simple as an orange, vocabulary has been increased and improved, nutrition and health have been discussed, science explored, creative thinking has been exercised, an art project has evolved, and snack has become interesting. All of this did not just happen. The group leaders along with the children made it happen. Now the adults needs to be prepared to follow through on some of the discussion topics. Where will they go now? It's up to both the kids and the adults.

Through with the orange? Try the simple egg next. Begin by discovering how the egg is like the orange. If an orange can take a group to Italy, an egg could take them to China for 100 Year Old Eggs. Have a good trip ... and keep thinking and looking for the unusual angle all the way!

Summary Steps For Creating A Theme

1. Choose an object, idea or concept for a starting point to expand into a theme.
2. Allow for discussion and discovery about the topic.
3. Brainstorm with staff and children ways to investigate the topic.
4. Ask questions that have many answers.
5. Record answers and make charts.
6. Plan with children related activities.

What Can We Do For A Theme? Here Are Some Ideas

Drums ... Ice ... Butter ... Paper-making ... Coins ... Truck drivers ... Bread ... Gravity ... Aerobics... Yoga ... Calligraphy ... Doll making ... Baseball bats ... Volunteering ... Sign Language ... Quilt making ... A day in the life of... ... Riddles ... Toothpicks ... Comics and Cartoons ... Bookmaking ... Dyeing ... How to earn spending money ... Getting along with your siblings ... How to shop wisely ... Ballet ... Card tricks ... Masks ... What to do if your house catches fire ... Origami ...Growing your own food... Shovels

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Differential Programming

One Way May Not Work for All

Are there different ways to program for school-agers that may work well with some groups and not with others?

If classroom learning in a particular community is failing, what is the role of the SAC program to meet that child's full range of developmental needs including cognitive needs?

Differential programming means that we may have to program differently for children and youth depending on their developmental needs.

Two factors often not articulated about how much child-direction can occur are 1) the range of life experiences of the children and youth and 2) the stage staff are at with accepting and implementing such an approach. Kids who have had a wide range of positive experiences have more to draw on for ideas in their work and play at the program. Kids with limited positive experiences cannot generate as many appropriate ideas. (At this point the program would have a responsibility to add to the children's positive life experiences.) Staff, particularly young staff who only know the adult-directed model, may need to phase-in creating more child-directed experiences. Programming models need to be compatible with the developmental stage of the staff.

"Academic" May Not Be a Four-letter Word in SAC

The Case for Academic Skills In SAC

by Betsy Arns

There has been debate over the appropriate nature of SAC programming. How much should it be an extension of academic learning particularly if the programming is adult-led and product-oriented versus play-based, developmentally appropriate, child-centered, adult-facilitated. It brings up many points which I believe are critical in the development of programs, both in and out of school, which will be able to meet the needs of this nation's increasingly "at-risk" children.

As a long-time SAC professional, I fully understand the frustration and indignation of those who deal with children after school toward school administrators who would impose a more "academic" structure on our programs. It is absolutely true that children should not be asked to sit still, memorize, drill, and be quiet, especially after school. These activities do indeed run counter to the best in children's nature and are not effective, even in the classroom.

On the other hand, in my "other" career as a school counselor, I see an increasing number of children coming through school for whom the education system is not working. They come to school everyday from home situations which are unable to offer an environment which supports and motivates them. They arrive with increasing emotional, behavioral, and neurological problems which make learning in the traditional ways a near impossibility. These children put in time through the school day feeling more and more frustrated and hopeless ... and then they come to us in the afternoon.

If, as I believe, it is our responsibility to do our best to help each child to develop to his or her highest potential, we must address the fact that many children need to learn the skills which allow them to be successful in life somewhere other than school or home. For many of them, the place that can offer the most support and success is their SAC program.

Our field is in a unique position. We are relatively new and do not have decades (or centuries) of tradition about how we should work with children. We are figuring it out as we go and doing a good job. The present danger that I see is the creation of an "academic" and "after school" polarity which will prevent our learning from each other. There are things that have been considered appropriate practice in SAC from the beginning such as giving children choices and developing activities based upon their suggestions. Our activities tend to cross over curricular areas so that they involve many different types of skills.

School reform movements across the country are advocating this same type of learning in the classroom and calling it "Interdisciplinary Instruction." They could learn much by watching a good SAC program in action. We, on the other hand, could profit from watching those elementary school teachers who have found ways to make basic "academic" skills fun. There are ways to integrate the skills with which many children desperately need assistance in our games, activity centers, and projects. If we look at structured reading, writing, computation and critical thinking as "academic" and therefore not appropriate for our programs, we are missing a tremendous opportunity to benefit many children. I hope that we don't get lost in a war of semantics in which children will be the losers.

Betsy Arns is a SAC consultant, writer and instructor. Her books and activities newsletter are available from School-Age Workshops, PO Box 5012, Huntington Beach CA 92615

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Design a Game - Win $24,000

Take advantage of your kids' interest in computer games. *USA Today* reported on a contest for kids ages 3-14 to come up with an idea for an educational computer game and write about it for a chance to win a $24,000 college scholarship or EduQuest computer system. Include the game's name, descriptions of characters and goals and a drawing of possible on-screen situations. Write Electronic Arts, Inc., College Scholarship, 1450 Fashion Island Blvd., San Mateo, CA 94404. Deadline is June 30.

What kind of ideas can the kids come up with? This might be a good time to introduce brainstorming and mind-mapping creative techniques. (If not familiar with these, ask a principal which teacher is using them.)

Make Your Own Games

If you're lacking in computer whiz kids, how about creating your program's own board games? Games could be educational or just for fun (sorry, no $24,000 prize). Have categories such as the game to use the most recycled products, the one with the shortest directions, the one with the most rules, the most original and whatever other categories you can generate (so that there are lots of chances and lots of ways of thinking about it.) Having a wide variety of categories such as the game with the shortest directions also allows the younger children to participate.

Why limit it to board games? Design new games for indoors or out. Present the object of the game, the rules, number of players and equipment needed, if any. Use some of the same categories - simplest directions, most original, greatest number of players.

Take your board games outdoors. Draw the board in chalk on the sidewalk or paved play area. Be your own game piece and walk around the board. Some games can be drawn in a line using the squares of the sidewalk instead of going around as on a board.

Profiles of Women

Mary A. Albertson (d. 1914) worked to collect a complete herbarium of Nantucket, Massachusetts flora -- both native and introduced. She worked in an area close to her home. You can, too.

How many species can you identify for your area? Sketch it; don't pluck it! Sketch in color the leaves, flowers, seeds/seed pods, and the general appearance. Record how tall the plant gets and when it blooms.

Trees are plants, too. Can you determine a tree's height by measuring its shadow? (Suppose you also measured yourself and the height of your shadow? Then could you find out the tree's height?)

Work together on your project to avoid duplication of efforts. Compile and keep your results. This can be put away for awhile and brought out again in summer or fall. Supplement data on each plant with observation in that season. Some spring plants may disappear in the heat of summer and different plants will be discovered. Some spring plants will rejuvenate in the fall but may not bloom again then.

Rain...Mud...Water ...Mess

One of the challenges continuously being faced by caregivers is: how to turn a dismal situation into fun-filled activities. The overabundance of rain and mud this time of year is one of those situations. What follows is a list of rain -and-mud activities to assist you in this challenge.

Rain - What Is It?

✓ Collect rain in empty, clean containers.

✓ Look at it under a microscope or magnifying glass.

✓ Compare tap water to rain water to sea or river water (if available).

✓ Draw pictures of what is seen under the scope.

✓ Go to the library and find books on microscopic life. Can anyone identify any life in the rain water? What about pollution - any sign of it in the rain water?

✓ Measure (in inches, in centimeters, or in ounces or grams) the amount of rain collected in an hour, 2 hours, a day. Make a chart of this over one month.

Footprints

1.) Line a shoe box with aluminum foil or plastic wrap.

2.) Fill half way with mud. Add a little sand or dirt to make it drier.

3.) Place your bare foot (or hand) into the mud. Press enough to make a deep print.

4.) Mix plaster of paris powder with water to make a thin cream consistency.

5.) Pour mixture into foot (or hand) print. Be sure not to overfill.

6.) Let dry for about a week.

7.) When dry, take out hardened print. Brush away loose dirt.

8.) Your print may be painted or left as it. Use in whatever way you want (paper weight, decoration, etc.)

Variation - Use sand instead of mud. Use melted wax (to make candles) instead of plaster of paris. (Adapted from *Sticks and Stones and Ice Cream Cones.*)

Summer Planning

Now is the time to arrange your major trips; brainstorm side trips; plan a major theme and/or weekly themes; gather ideas and needs from parents; and involve children in the long range planning process. What do your children want to repeat from last year? What do they want to avoid? What are the timelines for planning? Post them to help involve the children and to generate excitement. Put up photos, art work, newsletters from last summer to help them remember all the things they did and to create enthusiasm for planning the coming summer.

105 Activity Ideas

The minimum number of Activity Ideas in this issue is 105.

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APRIL CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
SPECIAL DAYS	b. April 6, 1949. Judith Resnick, astronaut. d. 1986 in Challenger. What skills are required and how are astronauts chosen?	April 14 is Pan American Day, a day to celebrate friendship and cooperation among Americans -- North America, South America, and Central America.	April 18, 1775. *The Midnight Ride of Paul Revere.* Henry Wadsworth Longfellow's famous poem is great fun to read aloud.	April 23, 1564. Birthday of William Shakespearte. Can you draw a parallel between *Romeo & Juliet* and modern teen-age violence, gangs and suicide?	April 25-29. Consumer Protection Week. Look in newspapers and magazines for examples of exaggeration in advertising claims.
EARTH DAY APRIL 22	Make an aluminum can crusher with a hinge and two 2 x 4's.	Find out about trees and shrubs native to your area. Get permission to plant one. Are your state bird, tree and flower native to your state?	If you cannot "Adopt a Highway" to pick up litter regularly, adopt a sidewalk or a section of the backyard or schoolyard.	Make a banner or a regulation size flag celebrating the future of Planet Earth.	Observe and record sightings of birds and other wildlife. Are there wildlife preserves in your state? for which species?
GRAPH PAPER	Use graph paper to create a word search puzzle on a theme. Hide words going vertically and diagonally as well as horizontally.	Use graph paper to create a horizontal and a vertical bar graph. Swap and solve each other's puzzles.	Use graph paper to design a fill-in-the-words puzzle on a theme. Black out the sqaures not used. Afterward, create the diagram.	Use graph paper to create a design for cross-stitch embroidery. Embroider your design on fine-checked gingham.	With colored pencils or pentels draw as many pictures as you can using the squares on a piece of graph paper, one piece per person.
WEEK OF THE YOUNG CHILD	Make posters to celebrate the Week of the Young Child April 17-23. Why is it celebrated?	Collect color pictures of children from magazines. Represent as many countries as you can. Make a collage.	If possible, observe a preschool child at play. What can she do for herself? What does he need help with? Compare notes after a week.	Share your favorite stories/verses from your preschool days. Take turns acting out the stories for the other team to guess the titles.	Ask for wood scraps at a construction site or lumber yard. Cut, sand and paint to make woodblocks for a day care center.
MUSIC	Listen to tapes and choose a piece of music appropriate for dancing. Create an interpretive dance.	Try to learn a folk dance from each continent. What folk music is characteristic of your region?	Learn a song your grandparents liked when they were your age. Do you like it or is it strange to you?		
MY HERO	List as many American heroes/heroines as you can. How many of them are women? black? Native American? How do we choose our heroes?	Read about a hero who is very important to another country but not well known in ours. How does their hero remind you of one of ours?	Think of someone whose heroism has never been recognized. Make a certificate of award or write an editorial recognizing that person.		

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Proposal To End DCBG Now Official

by Charles Pekow

It's official. The Clinton Administration has decided to terminate the Dependent Care Block Grant (DCBG). The administration's proposed FY 95 budget would fold DCBG into the Child Care & Development Block Grant (CCDBG) along with the Child Development Associate Scholarship program, Temporary Child/Crisis Nurseries funding, and the never-funded Child Care Licensing & Improvement Block Grant.

Administration officials say don't worry; you'll come out ahead anyway. The proposed budget will replace about $26 million of earmarks with an additional $198 million in CCDBG (to a record level of $1.091 billion). But states don't get CCDBG funds until the last day of the fiscal year, so programs counting on DCBG grants earlier in the year may have to wait. And states won't have to earmark any of the funds for school-age care. The Administration on Children & Families (ACF) plans to retain the formula that mandates that most CCDBG funds go for subsidies, as opposed to licensing, training, resource development, etc.

$2.1 Million Grant for Chicago Programs

News Flash from NAEYC through ATLIS News Service: The Chicago Association for the Education of Young Children (Chicago AEYC) has received a $2.1 million grant from the McCormick Tribune Foundation to conduct a program to accredit child care centers in the Chicago area.

A variety of program types and populations will be sought for a total of 60 programs to participate over 5 years.

Programs selected will receive funds for accreditation fees and "quality improvement grants" averaging $20,000. [Remember school-age programs are eligible for NAEYC accreditation if more than 50% of their children are younger than nine years old.]

For more information on the project, contact: Bee Jay Ciszek, Exec. Dir., Chicago AEYC, 410 S. Michigan Ave., Ste 525, Chicago IL 60605 (312) 427-5399.

Ballas Asks...

(continued from front page)

Congressman Henry Bonilla of Texas offered that he, too, had similar memories of his after school experiences.

Making the issue personal was a very successful way to gain the attention and ears of the Congressional panel who had already heard a dozen pleas for more funding. Some pleas were from AIDS victims, some for more funding for emergency heating for the elderly, and one from the son of Senator Javitz whose father died from ALS (amyotrophic lateral sclerosis - sometimes called "Lou Gehrig's Disease"). The technique was so successful that Congressman Serrano congratulated Ballas for setting a record. He said, "With all the hundreds of testimonies I have heard, never before has someone come before us and asked us a question. We are usually the ones asking the question."

Ballas pointed out in her testimony how effective the DCBG money has been even though it is a very small amount. School-age care gets only part of the $12.9 million of this year's allocation (in the past SAC's share was approximately $7.7 million) and it is divided by population among the fifty states and territories. ($7.7 million is really small when you realize that the Wellesley SACC Project received a four-year $6.5 million grant from one private foundation and Chicago got $2.1 million for enhancement and accreditation for just 60 programs - see article on this page.) "It is our view that the Dependent Care Block Grant has been so effective because it is so small," argued Ballas. "The money is carefully utilized to provide maximum opportunity for training, technical assistance and quality improvement."

Among examples she cited was Connecticut where the $167,000 grant enabled leveraging additional funds totalling over $1 million for before-and-after-school child care.

At the very end Ballas told the committee, "It is very heartfelt when I tell you I feel for you having to make the difficult decisions about the allocation of resources but if I could leave you with one thought it is that the children are our future and our best investment. This investment will yield our highest and most important return. Probably today out there in some school-age program is a child who is having the opportunity to do science experiments in a recreational setting. That future scientist may be the very person that has the cure for AIDS and ALS and all the other problems set forth before you today. But if a child is sitting home alone, they don't have the same opportunities to be exposed to this possible future."

Ballas commented to SAN that her experience before the sub-committee was both exhilarating and nerve-wracking. She was extremely grateful to the NSACCA members who had given her advice and especially Ruth Fitzpatrick who is the chair of NSACCA's Public Policy Committee.

Career Policy Report

Making a Career of It: The State of the States Report on Career Development in Early Care and Education by Gwen Morgan, et. al. from the Center for Career Development in Early Care and Education.

This report is the first comprehensive national study of state regulations, training, and funding policies in early care and education. Profiling the status of early childhood training and career development efforts in the United States, the report provides information about:

- qualifications requirements
- available training resources
- higher education models and access
- federal funding streams for all program types
- promising practices for developing, coor

(continued on back page)

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What Families Want From SAC Providers

The Six "C's" To Success

by Becky Spencer

C = Consistent Staff

The same smile, the same name, the same person to greet them and care for their children each day. Consistency is #1 in quality.

C = Cheerful Staff

The last thing our parents and grandparents need after a hard day at work is to see a grump. Be happy and smile when you greet your families! You may be the only friendly face they encounter throughout the day!

C = Communication

Know how to answer questions about policies, prices and schedules. Share positive stories about their children. **Know** when a discussion is private and pull the parent or child out of the main area to talk!

C = Caring Environment

Parents and guardians want a program where their children are treated fairly. Families look for a caring staff who spend time interacting with the children. Children want a friend to play with and someone to **listen to them** talk, talk, talk . . . This takes caring individuals!

C = Clean Facility and Clean Children

It's ok to get dirty and make messes, but it is important to teach children the skill and value of cleaning up! Both themselves and the table top and the floor and the Monopoly game and the 1,032 Lego blocks and hole punch droppings. Most importantly — children must be clean and ready for school — just like their parents brought them to you in the morning! Send them to school cleaned up, settled down and ready to learn.

C = Convenience

Following through on arrival time from field trips, getting children started on their home work, programs located close to home, and providing AM coffee. Anything to make a working family's life less stressful!

Becky Spencer is the Executive Director of Child Care Services for the YMCA of Greater Toledo.

Receiving Extra Copies of SAN?

Did you receive 2 or even 3 copies of the February issue of School-Age NOTES?

Let us explain. First decode your label. The top line has a code number on the left, the expire in the center and the subscriber number on the right. A *paid subscription* will have a number at the end of the top line. The letters "NSACA" at the right hand end of the top line means that as *a new member of NSACCA* (National School-Age Child Care Alliance), you received an introductory 6-month subscription provided by School-Age NOTES.

Because the NSACCA subscription cannot be used to extend an existing subscription, there will be duplications for a few months for a number of subscribers including renewal letters referring to your 6-month subscription through NSACCA. **Please share the extra copy with a friend.**

If you received 2 NSACCA copies in February, this was an error. It has been corrected and this copy should be your only NSACCA one.

When it comes to renewals, your expiration date is at the upper right hand corner of the address label. Compare the expiration dates on your subscriptions and send us the renewal notice for the subscription you wish to renew.

Conferences...

(continued from p. 8)

CALIFORNIA April 22-23, 1994
12th Annual Calif. School-Age Consortium Conference, San Diego CA
Contact: Darci Smith 415-957-9775

INDIANA April 29, 1994 **New Listing**
Indiana Association for School-Age Child Care Annual Conference, Conner Prairie, Noblesville IN
Contact: Evelyn Guinn 317-266-9622

OKLAHOMA April 30, 1994
OK Office of C C School-Age Conference, Keynote: Kay Albrecht
Contact: Lou Ann Faulkner 1-800-347-2276

WELLESLEY SACC PROJECT 1994 LEADERSHIP INSTITUTES
TEXAS, Austin, April 22-24
Contact: Michael Rush 512-454-4732
ILLINOIS, Rend Lake, May 15-20
Contact: Rachel Sloane 312-769-8008
DISRICT OF COLUMBIA, May 18-20
Contact: Dr. Kellene Bruce 202-727-1839
CALIFORNIA, Mill Valley, June 4-8
Contact: Darci Smith 415-957-9776
MASSACHUSETTS, Boston, June 25-30
Contact: Pat Day 617-734-5200 x279
ILLINOIS, Starved Rock, July 10-15
Contact: Rachel Sloane 312-769-8008
GEORGIA, Atlanta, July 25-27
Contact: Kimberly Nottingham 404-373-7414
MISSOURI, Kansas City, July 31-August 5
Contact: Kathy Hermes 816-756-1950
VIRGINIA, Newport News, October 21-22
Contact: Paulette Bomberger 804-591-4825

CANADA May 12-14, 1994 **New Listing** Out-of-School-Care Conference, Edmonton AB
Contact: Margaret Eastwood 403-497-5169

PENNSYLVANIA May 21, 1994
SE Penn. SACC Project Summer Workshop w/Rich Scofield, Penn Wynne PA
Contact: Lauren Atwell-Douglas 215-643-0569

WASHINGTON July 22-23, 1994 **New Listing**
WA SAC Alliance Annual Conference, Renton WA
Contact: Janet Frieling 206-461-3602

OREGON August 19-20, 1994
Oregon SAC Alliance and Washington SAC Alliance Joint Conference, "Developing Successful Program for 9-15 Year Olds", Portland OR
Contact: Colleen Dyrud 503-378-5585 x 661 or Mari Offenbecher 206-461-3602

OREGON September 24, 1994 **New Listing**
OR SAC Coalition Conference, Albany OR, Keynote: Tracey Ballas
Contact: Colleen Dyrud 503-378-5585 x 661

CALIFORNIA September 24, 1994 **New Listing**
Carousel School-Age Conference, San Diego County Department of Education
Contact: Sylvia Selverston 619-565-4148

ILLINOIS October 1, 1994 **New Listing**
3rd Annual Fall School-Age Care Conference, Effingham IL **Contact:** Kevin Johnson 217-367-8013 or Vera Durbin 618-283-1104

INDIANA October 8, 1994 **New Listing**
YMCA of Greater Indianapolis SACC Training Conference **Contact:** Evelyn Guinn 317-266-9622

OHIO October 9-11, 1994 **New Listing**
OECE and SACC Conference, Columbus
Contact: Robert Snyder 614-262-4545

NEW YORK October 10, 1994 **New Listing**
Capital District SACC Network Annual Fall Conference, Albany NY
Contact: Debra Parsons 518-426-7181

MICHIGAN October 25, 1994 **New Listing**
Michigan School-Age Child Care Association Conference, Detroit MI
Contact: Barbara Papania 313-467-1574

INDIANA February 25, 1995 **New Listing**
YMCA of Greater Indianapolis SACC Training Conference **Contact:** Evelyn Guinn 317-266-9622

DO WE HAVE YOUR SAC CONFERENCE DATES?

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SAC CONFERENCES

ARKANSAS March 14-16, 1994
All day SAC workshops by Tracey Ballas and Rich Scofield sponsored by Ark. State Univ. - **Jonesboro** March 14, **Little Rock** March 15, **Ft. Smith** March 16
Contact: Linda Griffin or JoAnn Nalley 501-972-3055

ILLINOIS March 18-19, 1994
8th Annual Spring SACC Staff Conference, Congress Hotel, Chicago IL
Contact: Traci Mehay 312-525-0605 Afternoons only

NORTH CAROLINA March 18-19, 1994
NC SAC Conference, Greensboro NC
Contact: Jane Lee 919-227-6263

NSACCA '94 April 14-16, 1994
National School-Age Child Care Alliance, 6th Annual Conference, Philadelphia PA
Contact: Diane Barber 215-643-0569

WEST VIRGINIA April 15-16, 1994 **New Listing**
Huntington EC Council Conference will have School-Age Track on April 16 **Contact:** DeeDee Simoneau 304-523-3417

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SAC Staff Training Workbook

School-Age Child Care Professional Training (A Workbook for Teaching Staff) by Sue Lawyer-Tarr is now available and in stock at School-Age NOTES.

Sue Lawyer-Tarr's Clubhouse in Tulsa, Oklahoma was featured in *Working Mother* magazine and she has over 15 years of school-age program experience.

Over 360 pages set in a convenient 3-ring binder, this "workbook" outlines the core issues for staff on how to work with school-agers with lots of examples, tips and strategies. Five main chapters include:

1. Inspiring & empowering 5-12 year olds
2. Disciplining 5-12 year olds
3. Discipline techniques
4. Setting ground rules
5. Special problems

Lessons and questions are set-up both open-ended and with options and include lots of lists and written examples. Some of the lessons include:

- The importance of involving children in the planning of activities and having choices
- Children's brainstorming meetings for planning activities
- Cooperating versus "me first"
- Star charts: incentive or bribe
- Contracts and house rules
- Being with handicapped children
- The bored child
- Prejudice = pre-judging = inequality
- Homework is for kids (how we can support children learning)
- Special problems require empathy and sympathy, not pity

This 365 page training manual is available from School-Age NOTES for $34.95 ($30.95 for subscribers) plus $4.50 S&H (orders under $50 must be prepaid) As always if it does not meet your expectations return it for a full refund. ☙

Co-op Extension Before NSACCA

A special two-day series of workshops on models of children and youth programs developed by Cooperative Extension agencies across the country will be Monday and Tuesday April 11-12 in Philadelphia before the NSACCA conference. **Contact:** Ina Lynn McClain 314-882-4319. ☙

Still haven't received your NSACCA conference registration material? Call 215-643-0569. ☙

Career Policy...

(continued from page 6)

dinating and funding career development.

It documents career development policy and practice including:

- patterns in early childhood teacher certification and licensing standards
- the structure of financing early childhood training
- the configuration of the training delivery system
- coordinated statewide planning efforts.

Full report: 290 pages $20; Executive Summary: 12 pages $10 (make checks payable to Wheelock College). Send to: Publications, The Center for Career Development in Early Care and Education, Wheelock College, 200 The Riverway, Boston MA 02215-4176 (617) 734-5200 Extension 211. (Also available from NAEYC 800-424-2460 refer to NAEYC #762 for full report and #761 for executive summary.) ☙

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School-Age Child Care Ideas from 50 Years Ago

"The [school-age program] is developed around the contemporary scene and current events, children's interest in the occupations of the immediate world and their personal experiences."

Most school-age care professionals are unaware that today's current thinking and practices about school-age child care can be traced back to 1917 and the school-age summer programs based on John Dewey's play schools. The philosophy and practices included school building use, providing a home-like atmosphere, making the program interesting, relevant, meaningful and fun, and the importance of creating a rich environment and then letting the program flow from the needs and interests of the children.

In 1944 from 27 years of experiences of a national movement in school-age care (called play schools), Clara Lambert of the Play Schools Association in New York wrote **School's Out: Child Care through Play Schools** *published by "Harper & Brothers."*

The following is from Lambert's School's Out. *To make it read easier for relating to today's school-age child care, formatting plus a few words and phrases have been changed.*

From 1944

Because "play" is important to a child's development, a worth-while [after school] program is based upon the natural interests of each age level. How then does such a program differ from ordinary school?

The [school-age program] is developed around the contemporary scene and current events, children's interest in the occupations of the immediate world and their personal experiences.

These [personal experiences] are expressed primarily through: .....dramatic play, words, music, dancing and games, and with adequate [raw] materials.....

The raw materials out of which children develop play are: - sand .....- blocks .....- paints .....- clay .....- wood .....- tools .....- scrap materials ..... and toys — including: .....- dolls .....- animals .....- transportation vehicles .....- housekeeping accessories .....- occupational toys.

They transform these raw materials into play which fits their own emotions and experiences. They move freely and play with other children in small groups, or alone. Unlike the activity in the school proper, which must cover the subjects of a fixed curriculum, the play projects may be short-lived, changing with children's rapidly shifting interests.

The [caregiver] who accepts play as a way of learning [and exploring] knows,

Unlike the activity in the school proper, which must cover the subjects of a fixed curriculum, the play projects may be short-lived, changing with children's rapidly shifting interests.

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Space (square feet per child): The Unexplored Frontier

by Rich Scofield

...We have been mixing minimum licensing standards with minimum quality standards.

The Issue

In the quest for defining quality school-age care our professional field has a problem with physical space — the number of square feet per school-ager that would be a criteria of quality. It would appear that we have been mixing minimum licensing standards with minimum quality standards.

The quality indicators, criteria, and performance standards published in the last three years have used 35 square feet per child or per school-age child. Several, if not many, states, including Tennessee include in their minimum requirements 35 square feet per school-age child as the minimum to be licensed. We can't have the bare minimum to be licensed be the same as the minimum for quality. In Tennessee and Texas the minimum adult-to-child ratios

(continued on p. 2)

Space . . .

(continued from front page)

for school-age are 1:25 and 1:26 respectively. We don't use those for minimum quality standards. Most quality criteria use 1:10 (for five-year-olds) and 1:12 (for over age 6). There is no confusion over minimum licensing standards and minimum criteria for quality. There is more than twice the difference between the two.

What Different Quality Standards Say

• The National Association of Elementary School Principals in their book, *Standards for Quality School-Age Child Care* (1993), states as a "Quality Indicator" - "Indoor space is adequate, with at least 35 square feet per child."

• The National Association for the Education of Young Children's *Accreditation Criteria & Procedures* (Revised Edition 1991) says, "There is a minimum of 35 square feet of usable playroom floor space indoors per child." It does not distinguish space requirement differences for different ages (birth through age 8). Usable space means "that space used for permanent storage should not be measured when assessing amount of space."

• *Quality Criteria for School-Age Child Care Programs* (1991) edited by by Kay M. Albrecht for Project Home Safe is revisions and expansions of the accreditation criteria of NAEYC's National Academy of Early Childhood Programs to reflect the needs of school-age children and youth. Its physical space quality criteria is: "There is a minimum of 35 square feet of usable floor space indoors...."

• *Caring for Our Children - National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs* (1992) by the American Public Health Assoc. and the American Academy of Pediatrics requirements are: "The designated area for children's activities shall contain a minimum of 35 square feet per child, 50 square feet measured on the inside wall-to-wall dimensions. These spaces are exclusive of food preparation areas of the kitchen, bathrooms, toilets, ... offices, staff rooms, hallways, closets, lockers, ... cabinets, and storage shelving spaces.... Comments: The 35 square feet of available play space per child should be free of furniture and equipment. With a usual furnishing load, this space usually amounts to 50 square feet measured wall-to-wall."

It does not distinguish space requirement differences for different ages.

• Child Welfare League of America in its *Standards of Excellence for Child Day Care Services* (1992) advocates: "The child day care center building should have a ratio of 50 square feet of playroom floor space per child, exclusive of the space occupied by sinks, lockers, and storage cabinets, for the activities and comfort of the children."

It does not distinguish space requirement differences for different ages. However, this was the best square footage of the quality standards reviewed.

Study Needed

As far as I can tell the issue of quality and square footage has not been studied nor addressed by our profession. It is an "unexplored frontier."

What is Your Opinion?

Programs with their own dedicated space may find quality square footage the easiest to accurately address.

For cafeterias and gyms, it seems that square footage per child may almost be a different issue. Such large spaces may need even greater square footage because of the large open spaces involved and probably quality space criteria would be governed by the limits of quality criteria for group size. The NAESP's *Standards for Quality SACC* says, "**Group sizes** will vary according to activity, but **will average no more than 25.** Research and practice demonstrate that smaller group sizes and lower ratios improve program quality." If programs in cafeterias have no other space, except outside, does this mean for quality the program should be limited to 25 schoolagers? This is a question for our profession to examine.

MEASURE your room (have the kids help) to find out your room's square footage of usable floor space. Subtract unusable floor space. (See *Caring for Our Children* above for examples of non-usable floor space. Furniture kids can "be at or on" such as couches, desks & chairs should probably be considered "usable floor space.")

..... THE QUESTION .....

What is the most number of kids in your space that you feel comfortable with — that you think is still quality?

At what point does it just become "getting by" or maintaining" but not really quality?

Quality square footage is difficult to measure because school-age programs often use spill-over space (hallways, sidewalks, next door rooms). Your home-base space would often feel too crowded if all the school-agers spent the whole afternoon in that space. It is the availability of outdoor space, gyms, and other spill over space that allows you to provide a quality program beyond your home-base space.

However, the question remains, if you were to be in one room with school-agers for an hour or two or more what is the maximum number in the room that would still represent quality and what is the square footage of usable space?

Let School-Age NOTES know what your opinions are on quality square footage. Write School-Age NOTES, PO Box 40205, Nashville, TN 37204.

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Bonding Older Kids to Your Summer Program

Beginning Summer Event

"Kids in 6th thru 9th grade are developing both interdependence and independence. It is important to win the older kids over early in your summer program if it is to be successful. That's why we have a special trip or event at the beginning of the summer," says Janice Baldwin, Director of the after school program at Davidson Academy in Nashville, Tenn. And she should know. Davidson Academy is the largest school-age program under one roof in the U.S. During the school year, 430 children attend the program; most are from the 680 pre-k thru 6th grade section of the 1230 student body pre-k thru 12th grade. In the summer 230 children attend a program that Janice starts planning almost a year ahead.

The Bonding Experience

A bonding experience can be a year long project of planning and fundraising for trips to Chicago by bus; Myrtle Beach, S.C. or St. Louis, Missouri.

But Janice points out it does not have to be an expensive or elaborate event to produce the same effects. A special camp out at a local state park or on the grounds of the school or even a Friday overnight "lock-in" provides a set of unique experiences for just that group. Experiences and stories that they can talk and laugh about that are different from what the other kids in the program have experienced.

The kids become aware that the caregivers are interested in them, not just in a paycheck (even though her staff is paid for the event). The caregivers have shown their willingness to spend extra time – it's a demonstration of commitment beyond the program.

Special Event in Early Summer Helps Bond the Other Children

Baldwin explained that they also plan a special event for everyone in the program at the beginning of summer to help show that they are significant and not just in a "day care program."

New Experiences

Being in a setting for all day every day in the summer where the environment is the same as the after school program, the staff is the same, and the other kids are the same means all energy for new stimulation will be focused on the one new staff person or one or two new children. Giving a new experience, especially in a setting that's new to them helps focus their energy positively.

Summer Programs 50 Years Ago

The following is what **School's Out: Child Care through Play Schools** *said about summer programs in 1944. See front page for more information about this book.*

It is somewhat easier to plan a good program for the summer. The children come to these groups for the whole day, five or six days a week. There are longer periods in which to play — more time, less pressure, less fatigue. For the younger children from five to nine years of age, the day is divided into the following periods before lunch: indoor play ... out-of-door period ... discussion period or story time ... music or rhythms ... preparation for lunch. [After lunch] preparation for rest ... rest ... ready for afternoon program at 2:00. [Depending on how hot it is outside] outdoor play period follows rest. [If too warm, the children can be indoors and] can continue play interests begun during the morning or they can work at individual projects of their own. [Then] showers ... afternoon refreshments ... clean-up time ... [then either indoor or outdoor play] until dismissal.

For older children the program is more flexible. The time is divided into longer or shorter periods, depending on the activities under way. The morning is broken up by alternating active and quiet periods, the afternoon by shower or swim and refreshments. During the summer, older children are taken to swimming pools as often as two or three times a week if this is at all feasible.

20-Year-Old Study Still Valid for Summer Programs

School-age child care in family day homes and in centers (group care) was studied 20 years ago by Elizabeth Prescott and Cynthia Milich of Pacific Oaks College in Pasadena, California. The following is from there center-based care study in the book which was one of the most extensive books about SAC, **School's Out! Group Day Care for the School Age Child** *(1974).*

Perhaps the best way to give the reader a flavor of summer in school-age day care is to begin by describing the things which day care staffs have mentioned as the good things about summer.

By far, the most frequently mentioned good quality about summer had to do with the difference in its departure from the rigid scheduling of winter. Nearly half of the centers described a summer program which was relaxed, individualized and permitted freedom and a camaraderie between staff and children. The freedom from time constraints seemed to be the major feature which was responsible for this change. One almost needs to see a winter program in action to realize the degree to which time constraints and the schedule of the public school dominate the program. In the summer, when this rigid time schedule is not operating, everyone seems to switch over to a different system of relating. When the removal of time constraints is also accompanied by a reduction in the number of people using the facility, the resulting change in atmosphere is striking. Another difference that was described in nearly one-third of the centers was a change in activities, with more trips and special activities such as swimming or picnics in the park. Here again the switchover to new kinds of sensory input appears to contribute to feelings of well-being and camaraderie.

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Profiles of Famous Women

Romana Acosta Banuelos (b. 1925) served as Secretary of the Treasury 1971-74, the first Latin American woman ever to hold a cabinet position. Her signature appeared on US currency during those years.

Ms. Banuelos started her own company, Ramona's Mexican Food Products, which employs 150 people. She also founded, in 1964, the Pan American National Bank in East Los Angeles.

Look at a dollar bill and find the signature on it. Study the bill carefully. How many things do you see on the dollar bill you had never noticed before?

Can you find a bill old enough to have the signature of Ms. Banuelos on it?

On the $1 bill, what do the Roman numerals under the pyramid mean? Use a magnifying glass to find the names of the states on the Lincoln Memorial on the $5 bill.

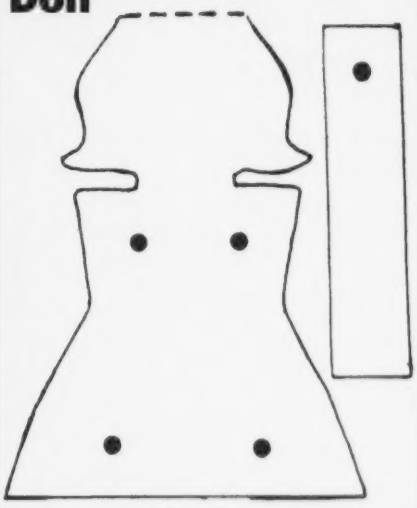
On a $10 bill, use a magnifying glass to find the words around the portrait of Alexander Hamilton (or find the wording around the portrait of Andrew Jackson on the $20 bill). Look for the red and blue threads in the paper, and hold the bill up to the light to view the plastic strip that reads TEN USA TEN USA TEN . . .

PASS IT ON!

Have you invented a new game or rediscovered an old one? Have you recently completed a craft project or a school or community service event worth duplicating? Is there an activity the kids ask for over and over and never seem to tire of?

Write us at School-Age NOTES. We'd like to share your ideas and successes with other readers.

Make A Dancing Doll



You will need light cardboard or posterboard, a small hole punch, scissors, pencils, crayons or markers, and 4 brads and a plastic drinking straw for each child.

The doll is cut from light cardboard 5 1/2" tall by 2 1/4" wide. Fold the cardboard in half. Note the fold along the top of the doll's head. The holes for the brads should be on both front and back. Cut 4 of the strips for the arms and legs. Color the pieces appropriately for the front and back of the doll.

Tape or glue the straw to the inside of the body as shown.

To fasten the brads, run the brad through the front of the doll, through the arm or leg and out through the back of the doll. Bend down just the end of the brad so that the front and back of the doll are separated by at least the width of the straw, and the arms and legs dangle from the brad and swing freely.

To make the doll dance, roll the straw gently between the palms of your hands.

Do not feel bound by the sample pattern. Dancing dolls can be girls or boys, or clowns or scarecrows.

(For one variation, see *Kids Multicultural Art Book*, p. 124.)

Father's Day

With Mother's Day in May, and Father's Day in June, the program may want to consider hosting a special event for fathers. Such an event can help build relationships between children and fathers, and among the male community, which is one of the needs of men.

The children could create invitations requesting fathers to attend a special breakfast held one week prior to Father's Day. During breakfast a youth-created and produced video could be played showing the various activities of the program. After breakfast parents could stay for a brief panel of prearranged fathers who discuss the value of the school-age program, parenting issues, and balancing work and family. The program could even arrange to videotape the event itself, especially the panel, for possible use for parent training and public relation events.

Tied in with this emphasis could be one similar to "Take Our Daughters To Work Day" (Thursday, April 28, 1994). The fathers could arrange to take their children -- both young men and young women -- to work. For communities where fathering is an issue, the program could assist the local health community in promoting or establishing a support group for fathers.

However, in any activity involving fathers and mothers, it is important to be sensitive to the feelings of children occasioned by death, divorce or abuse.

Thank You

The preceding article was shared with School-Age NOTES by Gary A. Fortney of the Arizona Department of Education.

60 Activity Ideas

The minimum number of Activity Ideas in this issue is 60.

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MAY CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
SPECIAL DAYS	May 6, 1915 Babe Ruth hit his first home run. Gather your friends for a ballgame.	May 8 is Mother's Day. Make a coupon book -- "Good for one hug", "Good for one dishwash when it's not my turn", "Good for . . . "	May 15-18 is Black Child Development Week. Share the biography of a Black entrepreneur or civic leader.	May 18, 1980 - eruption of Mt. St. Helen's. Make a pretend volcano with a pop bottle, 1 c. vinegar and 1 T. soda. What causes a real eruption?	May 24, 1878 was the first American Bicycle Race. If you can not have a race, decorate a bicycle for a parade.
WRAPPING IT UP	Write a thank you note to your teacher, coach, custodian or Scout leader.	Let the children inventory games, library books, etc., do needed repairs, locate lost pieces or borrowed books.	Let children help with spring cleaning and preparation of materials for summer.	Make posters or take-home announcements about your summer program.	Let the children create the forms and conduct a survey on the most popular summer activities. Tabulate and announce results.
OUTDOORS	Play Red Rover, Keep Away, Kick the Can, Freeze Tag or Stoop Tag. Enjoy running and shouting but supervise to prevent rowdiness.	Cats can imitate bird sounds. How many can you do?	Gather the kinds of things birds use and try building a nest. It's not easy, is it? Leave materials where birds can find them.	Take a flower hike and see how many colors of flowers you can find.	Make a drawing or painting of your state bird or a bird you see often.
IT'S A SECRET	Write a message in invisible ink. Lemon juice or milk or sugar water can be used and heat will disclose it.	Read a spy story like the story of Nathan Hale. He got caught with notes and maps in his boot sole. How would you have done it?	Remember pig Latin? (emember-Ray ig-pay atin-Lay?)	Find out how Morse code worked with dots and dashes or make your own code, using sounds.	In a circle, whisper a secret to the one next to you who passes it on around the circle. What is the secret when it gets back to you?
PAPER TUBES	Give each child a paper tube for a viewer. Take a hike and view everything through your viewer.	Make "vignettes". Draw around the end of your paper tube to make a circle. Draw in it one of the scenes you saw through your viewer.	Tape two tubes together for binoculars. *Private" I", p. 61*	May is Older Americans Month. Make tray favors for a nursing home. Place hard candies in a paper tube and gift wrap it.	Decorate paper tubes and sing into them for horns.
DO IT YOURSELF	Find a read-aloud story that lends itself and let the kids make sound effects.	Make vases by gluing bits of cloth, yarn, paper and sequins on jars.	Create your own obstacle course and run it. *Everyone Wins!, p. 10*	Make needles for yarn by cutting needle shapes from a plastic milk jug and making holes with a hole punch. *EcoArt, p. 27.*	Make autograph books. Provide samples of appropriate sentiments and verses. Write in each other's books. *Kids America, p. 194-6*

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DCBG Advocates Wait for Word

What's happening with the federal budget and the school-age dollars in the Dependent Care Block Grant? Good question. While school-age advocates hold their breath that these dollars which have been slated for elimination, will be saved, there has been much discussion on Capitol Hill about how to save this successful program. Its fate changes from day to day. Watch for an alert to be announced at NSACCA's April 15-16 Conference. Meanwhile the larger, general Child Care Development Block Grant (CCDBG) has been increased significantly in the budget but does not specifically set aside money for school-age care.. The following articles by Charles Pekow outline other proposed changes and legislation that could impact school-age care.

Washington Notes

by Charles Pekow

Charles Pekow is the Editor of "Day Care USA." This report was written exclusively for SAN readers.

In the proposed federal budget addition to the proposed increase for CCDBG, there are the following proposals:

• A one-time $1 billion addition to Social Services Block Grant (SSBG) for Empowerment Zones and Enterprise Communities. Congress approved the money in FY 94, but the Department of Health & Human Services will distribute it this fall to economically distressed areas. Six urban empowerment zones will each get $100 million. Three rural zones will get $40 million, and 95 enterprise communities will get about $3 million. **Eligible activities include after-school programs in school buildings.** Regular SSBG funding will remain at $2.8 billion.

• A youth initiative. The budget requests $20 million for community-based drug and gang prevention programs. **Activities can include after-school enrichment programs to provide alternatives to corrupting influences on youth.**

• Anticipated increases in welfare reform-related care. ACF figures to increase spending for Job Opportunities & Basic Skills Training (JOBS) child care will raise from $285 million to $555 million, while ACF expects to increase Transitional Child Care subsidies from $140 million to $156 million. Funding for At-Risk Child Care will remain at $300 million.

• A proposed jump in support for the Early Childhood Development Program at the Department of Housing & Early Development (HUD). The administration wants to increase funding for the program from $15 million to $35 million. **Public and Indian housing groups can use the money to start and expand school-age care for housing residents.** HUD wants to expand the program to serve homeless families and those at risk of homelessness.

More Legislation Introduced

Members of the House introduced another measure that could affect school-age care. Jumping on the use-the-schools bandwagon, Rep. Steve Gunderson (R-WI) introduced the 21st Century Community Learning Centers Act (H.R. 3734), referred to the Education & Labor (E&L) Committee. The bill would authorize $25 million in FY 95 to turn public schools into community service centers. Minimum grants of $50,000 could last three years. Grantees would have to provide at least four different social services. **They could, of course, include school-age care and provider training.**

National Community Service & SAC

"School Success" and "School Readiness" were named top proposed priorities for the first year of national service grants. The Corporation for National & Community Services (CNCS) declared that it will award much of approximately $78 million in direct federal AmeriCorps grants in FY 94 for these programs. CNCS designed the priorities to meet the national educational goals for the first year of the national service program, in which grantees train volunteers to work for up to two years in public service jobs in return for scholarship money. It is currently drafting final regs. (States are free to determine their own priorities for their share of the grants.)

Where does this leave school-age care? It didn't get top priority but before- and after-school programs could still get funding for volunteer replacements. The school readiness priority specifically emphasizes working in programs for younger children. But while the school success priority focuses on "educational achievement of school-aged children", **it leaves room for after-school "learning opportunities" or "educational enrichment programs (and) recreational opportunities".**

CNCS will adjust its priorities annually based on citizen input.

Ideas . . .

(continued from front page)

however, that the collection of facts is part of play. She stimulates questioning by being "saturated" with information herself. Without rich content of her own, she rarely gives more than a hodgepodge of information to her children. Instead of integrating and clarifying their ideas she confuses them. She must know her environment so that she can suggest trips to enrich the group experience. She must make some firsthand investigations herself in order to be able to work out a program for her children.

Program making for [school-age care] does not mean making a blueprint. Its foundation is an understanding of age-level interests in the development of children, plus an awareness of their close relationship to their environment and culture. All children reflect the culture around them in their play.

Program making for [school-age care] does not mean making a blueprint.... It is flexible and designed to suit the age and development of different groups of children.

It is apparent that there are limits within which children probe their environment, experiment with materials and learn about human relationships. It is these limits, these so called "age interests" which should be known to teachers in a general way, as a guide in program making. The program is not a hard and fast one. It is flexible and designed to suit the age and development of different groups of children.

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Afterschool Club Uses Computer to Manage Growth

The Afterschool Club in Lake Villa, Illinois was founded in 1985 to operate a school-age program for the Lake Villa School District. Their mission was to create unique programs that were responsive to the needs of the school districts and corporations which were to be their clients. By 1989 they were serving about 125 children and getting ready to open their third site for an adjoining school district. Linda Rix, the CEO of Afterschool Club, knew that they needed a better solution to handling their finances than the Lotus spreadsheet they had been using. At the Chicago AEYC Conference Linda discovered EZ-CARE, a software system designed for child care centers. "It could handle our weekly recurring billing and was flexible enough to handle our specialized needs," said Rix.

The Afterschool Club now operates 15 sites for 7 school districts and their computer use has expanded dramatically. Linda noted, "Fees and payments for our 1500 families are computerized and managed centrally. But what really surprised us is that managing our accounts receivable is now only a small part of what we rely on the system for." Lisa Hansen, the executive director notes, "We really use the software for four main functions: Registration and Information Management, Accounts Receivable, Scheduling/Attendance Management and Parent Communication.

Because of our multiple sites, the computer is the management resource we depend on most to keep on top of what is happening at the sites. For instance, we produce an aging report each week identifying who owes us money, how much and how long overdue the payment is. Each site is responsible for enforcing our policy of warning a parent when a payment is a week late and dis-enrolling the child if a payment is two weeks overdue. The computer gives the site and central staff the information necessary to manage this process." Other important benefits in handling receivables on the computer are being able to produce reports for the parents of the year-to-date payments for tax purposes and having better information on the breakdown of revenue by the various sources.

"Because of our multiple sites, the computer is the management resource we depend on most to keep on top of what is happening at the sites."

In the area of registration management, the Afterschool Club has evolved their approach. Linda notes, "We've actually reduced the amount of information we maintain about the children on the computer because we found that some data was better maintained at the site. We've been able to change our system so that we only have to maintain the information we need."

Computerized registration has allowed the Afterschool Club better information for running their operations. "The ability to generate reports at a moment's notice has been one of the most valuable benefits of computerizing," commented Rix. She adds, "The school district administration is constantly looking for statistics on the services we are providing and the computer gives us instant ability to summarize our enrollment data in the myriad of ways needed."

The Afterschool Club also uses their system for keeping track of the children's constantly changing schedules. Not only is this needed for producing accurate attendance sheets but also allows Rix to optimize the sites' staffing levels. "When a site requests additional staffing I can quickly evaluate the child-to-staff ratios for the recent period and see whether additional staff is needed or if there is some other problem," she remarked.

Parent communication has been another area that has been enhanced by the use of the computer. The system can merge information from the enrollment records into word processing documents so that the Afterschool Club can produce personalized correspondence. "When you are trying to encourage parents to enroll in your summer program or some other special activity it really helps to be able to make your solicitation better targeted. You're speaking to the particular person rather than parents in general."

Linda advises school-age programs who are thinking about computerizing to not only closely evaluate the software but also the quality of the support services. "We are not computer people, we're education people, and when we have a problem or question it is very important that the assistance we get is quick, thorough, and understandable."

"The school district administration is constantly looking for statistics on the services we are providing and the computer gives us instant ability to summarize our enrollment data in the myriad of ways needed."

In summarizing the Afterschool Club's experience with computerizing Rix says, "The computer tells us where we've been and where we're going. Expanding as quickly as we have would not have been possible without a successful administrative system. Our system has allowed us to be better business managers."

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Professional Development Conference

NAEYC's National Institute for Early Childhood Professional Development's Third Annual Conference will be June 2-5, 1994 at the Hyatt Regency Chicago. The schedule is slightly different from the past two conferences. It allows better use of Saturday night cheaper airfares. Preconference sessions will be Thursday. Friday and Saturday will be workshops and panels with the closing session on Sunday morning. **Contact:** 800-424-2460.

Youth Organizations

The 1994-1995 Directory of American Youth Organizations - A Guide to 500 Clubs, Groups, Troops, Teams, Societies, Lodges, and More for Young People - Fifth Edition; Updated and Revised by Judith B. Erickson, Ph.D. Points young people towards hundreds of possibilities for fun, friendship, social action, and self-esteem. Comprehensive listing of nonprofit, adult-sponsored, national-in-scope groups serving young people. $18.95 plus $4.25 s/h. **Contact:** Free Spirit, 400 First Avenue North, Ste 616, Minneapolis MN 55401.

Staff Development

Blueprint for Action: Achieving Center-Based Change Through Staff Development by Paula Jorde Bloom, Marilyn Sheerer and Joan Britz. The authors provide realistic strategies for promoting change, developing staff, and increasing program effectiveness. $28.95 plus $3.50 s/h. **Contact:** New Horizons, PO Box 863, Lake Forest IL 60045-9998.

FREE Directory

Guideposts FIND (Family Information Network Database) is a toll free number directory of agencies relating to particular interests or needs of families, including child development, counseling, legal assistance, single parents, and substance abuse. FREE. **Contact:** 800-233-0773.

A Right To Play

Proceedings of the American Affiliate of the International Association for the Child's Right to Play, September 17-20, 1992, Denton, Texas. Eds. Marcy Guddemi, Tom Jambor. Play, in its fullest potential, helps children grow and learn intellectual skills. It also enhances social skills as children work out differences of perspective through sharing, cooperating, and taking turns. Children also grow and learn emotionally and gain confidence and self-respect through successful play. And, of course, play helps children grow physically as they gain coordination, strength, ability, and other basic physical skills. In total, play is one of the most important requirements for developing a healthy child.

The articles in this book describe the benefits of play in each of these developmental domains, as well as how teachers and caregivers can effectively support children's play. $14.00 plus $2.00 s/h. **Contact:** Southern Early Childhood Association, PO Box 56130, Little Rock AR 72215-6130.

SAC CONFERENCES

INDIANA April 29, 1994
Indiana Association for School-Age Child Care Annual Conference, Conner Prairie, Noblesville IN
Contact: Evelyn Quinn 317-266-9622

OKLAHOMA April 30, 1994
OK Office of CC School-Age Conference,
Keynote: Kay Albrecht
Contact: Lou Ann Faulkner 1-800-347-2276

KANSAS May 7, 1994 New Listing
KS AEYC School-Age Care Committee Spring Workshop
"Swing Into Summer", Topeka KS
Contact: Jane Kemp 913-232-5437

CANADA May 12-14, 1994
Out-of-School-Care Conference, Edmonton AB
Contact: Margaret Eastwood 403-497-5169

IOWA May 14, 1994 New Listing
ISACCA "Fiber Optics" Conference
5 locations throughout state feeding from Johnston
Contact: Amy Williams-McKern 515-277-6026

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Lessons Learned: Summer Programs for 5-8th Graders

by Sherry Wicks

Editor's Note: In the April 1992 issue of SAN I responded to a letter inquiring about programs for 12-14 year olds by saying, "I have found that while there is a demand from parents and from the community for programs for middle school and junior high children and youth that there is a disturbing failure rate of these programs." In response to this comment we reported in the July 1992 issue on two summer programs for early adolescents that were just getting off the ground, one of which was Sherry Wicks' program in Baltimore, Maryland. Sherry gave a full report of that first summer in our March 1993 issue.

An interesting trend in the past two years is that there are more middle school programs being started and being successful. I have heard this in my travels and phone conversations and it was definitely on the minds of many at last month's NSACCA conference. Even programs that failed have been restarted and now boast a healthy enrollment.

Past Insights

The following are some of Sherry Wicks' insights from those other articles.

What did we hope would work?

- **Getting out** and about in the community at least 3 times a week.
- **Giving options** to the kids as to how the day would go and what they would do.
- **Going with the flow.**
- **Scheduling time for hanging out.**
- **Signing behavior contracts.**
- **Gearing it to their interests.**
- **Bringing real life issues** to the program such as Drug & Alcohol counselors.
- **Electing a president of the program** who could sit in on staff meetings.

Comments

- **Empowerment was a programming tool.** Holding elections, allowing representation and input at staff meetings, and setting up their own authority structure were all ways to empower this age group.
- **Behavior contracts looked good on paper** but there were still plenty of behavioral challenges. This is an age when they are trying to find their own identity and in the process are judging others on their clothes, their language, and even the way they walk.
- **Space to spread out.** Making sure there was enough "elbow room."
- **Successful activities and trips** incorporated some use of physical activity.
- **The kids enjoyed the trips and activities that were new to them** and that they hadn't done in school.
- **Doing something the younger school-agers in our Play Centers didn't get to do** was important to our older kids.

Update

In 1993 Play Centers, Inc. completed its second summer of the **S.P.I.R.I.T.** (Summer Program Influencing Responsibility, Initiative and Togetherness) child care program for children

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1300 Mob NSACCA

A record-setting 1300 eager SAC advocates, practicioners, and presenters were at the 5th annual conference of the National School-Age Child Care Alliance in Philadelphia. Ignoring the obstacles – 20,000 welders in town – a bomb threat that closed down the airport (turned out to be a box of dead fish) – and high winds which sent a table from the fifth floor crashing down on the sidewalk narrowly missing a presenter on her way to her workshop, conference participants discussed, complained, argued and laughed about SAC subjects varying from pockets games to program evaluations to national policy.

Highlights and Comments

▲ 200 people came in a day early to participate in the morning and afternoon Public Policy and Professional Development forums.

▲ Status of Dependent Care Block Grant is that the Senate authorized it for one more year (should be easier to pass in the House) and then most likely will be rolled into the CCDBG for the year after.

▲ Many people were from large multi-site programs whose numbers of kids, staff and sites seemed overwhelming.

▲ The school-age theatre troupe performing at both keynotes on issues fac-

(continued on page 2)

Napkin Notes

From Michele Vinet, Community Education & At-Risk Programs, Austin Independent School District, Austin TX

Thanks for the ideas about Week of the Young Child and the idea about closing centers for a training day, which sends the message to parents and community about importance of professional development. We sent a letter to our principals thanking them and their staff for their support of our programs. We said that we valued our partnership with them in caring for our school children in the after-school hours when many would be unsupervised and in at-risk situations. We also told them about the celebration of Week of the Young Child, which is marked on our district-wide calendar as an event.

From Alison Jamar-Doty, Kids Club, Edina, MN

Another "must have" catalog is **Community Playthings**, Box 901, Rifton, NY 12471-0901. Very sturdy well-made cabinets, storage carts-on-wheels - great in portable programs. Also have "hollow blocks" to build forts with.

SAN Changes

In re-designing the back page of School-Age NOTES to meet postal regulations the RESOURCE column was switched with the mailing half which had been upside down. For the March and April issues this left the RESOURCE column upside down. With this issue that column is now right-side up.

We wish keeping your mailing addresses from getting garbled through transitions in our computer service was as easy as turing them upside down. PLEASE CHECK YOUR ADDRESS LABEL TO MAKE SURE IT IS CORRECT AND ALL LINES NECESSARY FOR DELIVERY ARE INCLUDED.

NSACCA . . .

(continued from front page)

ing school-agers today left many people misty-eyed.

▲ The NSACCA board heard presentations on proposals for national SAC accreditation (of programs) and SAC credentialing (of people).

▲ Name change recommended. The Long Range Strategic Planning Committee of NSACCA recommended to the Board to drop the "Child" and become the National School-Age Care Alliance. This issue has been appearing on NSACCA Board agendas for over two years. The membership and profession was surveyed and 55% were in favor of dropping "Child." The issue was referred to the newly created planning committee which recommended the change. It went to the Board meeting in April and was deferred to the November meeting. Many publications, professionals and coalitions and alliances have already dropped either the "child" or "child care."

▲ National conferences will continue to have the challenging job of providing a conference program to meet the needs of local front-line staff for programming ideas, new directors looking for management help, multi-site administrators seeking organizational models, and old-timers in SAC who want more advanced-type workshops and discussions.

Heard at the SAN Exihibit Booth

The HOTTEST topic — Older Kids – especially trying to find appropriate outlets for energy of older boys. People asked for books on activities and model programs for youth.

Next hottest topic — Accreditation

Also:

◆ ADHD and other special needs concerns were expressed.

◆ Discipline seems to remain a constant concern.

◆ Interest continues about anti-bias, diversity and multicultural issues with Native American and Latino issues specifically mentioned. (One comment received was that many Hispanic materials emphasize Mexican culture and ignore Central and South American cultures.)

◆ Science, music, dramatics and exercise videos for kids were brought up as needing further exploration - people wanted more songbooks and tapes.

◆ Food, cooking, and snacks seem to remain another constant .

◆ Adults are tiring of dinosaurs but kids still like them.

1995 San Francisco

The 1995 Conference will be in San Francisco right down on the waterfront at the Hyatt Hotel April 20-22, 1995. Workshop proposals are being solicted now. Deadline is July 31, 1994. Contact Darci Smith, California School-Age Consortium, 111 New Montgomery, Ste 302A, San Francisco, CA 94105 (415) 957-9775 for proposal information sheet.

1996 St. Louis

Mark your calendars. The 1996 Conference will be in St. Louis, Missouri April 25-27, 1996.

1997??? East of the Mississippi

NSACCA is seeking bids from local/state coalitions to host the 1997 conference. The site will most likely be selected from the eastern third of the country. Hosting the conference strengthens local and state SAC efforts in many ways including the fact that half the profits go to the local coalition. For proposal fact sheet contact: Catharine Cuddeback 612-296-1436.

School-Age NOTES

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Summer . . .

(continued from front page)

entering fifth through eighth grades. Daily attendance ran a total of 90-100 kids at four locations. From the previous summer the program made structural changes on two levels.

Trip Fee

First, Play Centers added a trip fee of $15.00 every two weeks to the regular tuition. In general the trip fee was very well received by the members (the kids) and the parents. The parents appreciated not being asked each day for money to support various trips.

Doing their own budget

The unique aspect of this trip fee was that the members of S.P.I.R.I.T. were "in charge" of its spending. I believe the members enjoyed the opportunity to discuss financial matters. The underlying goal to be accomplished was that the members would gain some monetary skills as well as learn the value of money. By allowing the members to budget the money, it reinforced to them that the program was primarily "member-driven" [child-directed]. Many of them exceeded my expectations and were very industrious and creative in their suggestions of how to budget the money. In general the trip fee afforded the members the opportunity to go many places and gave them a chance to make some very critical and important decisions about "their" summer.

The planning process

At the beginning of the summer I outlined for the members of S.P.I.R.I.T. the general cost of some of the previous year's trips, surveyed the members as to what trips they wanted to repeat, and suggested some additional trips. The most costly of the trips was Wild World, a local amusement and water park. In order to go to Wild World, the members would have to either fund raise or limit their spending on other trips. The members decided to do both, so as to allow flexibility in their spending. Like the previous summer, the members sold M&M's and held a car wash to raise extra money.

Before each trip I would tell the members of the potential cost of the trip and they would decide what extras to include. For example, the members decided how much money to spend for lunch or for the arcade, and not to spend money at the Inner Harbor after visiting the National Aquarium. Approximately half-way through the summer I sat down with the Presidents, who had been elected earlier in the summer, and presented to them the existing budget. It then became their task to review the costs before each trip with the other members. I also gave a general talk to the other members to facilitate this dialogue.

Expanding staff

The second structural change from the previous summer had been the decision to hire two Directors to oversee the four locations with me "coordinating" their efforts. The program's size the previous summer had been 70 enrolled children, with approximately 40-60 children on any given day, at two locations. In the summer of 1993 the enrollment increased to almost 100 children, with daily attendance of 90-100 members, with two additional locations.

Kid survey

At the end of the summer, a survey of the members' reactions to the trips was distributed. The results supported my conclusion from the previous summer that 10-13 year olds like trips that are physically "challenging" and/or that are only available to the S.P.I.R.I.T. members (not the younger school-agers). Some of their favorites were: Cascade Lake, which has a vast swimming area, a water slide, arcades, and paddle boats; lunches at various fast food restaurants; a trip to the local mall to see a movie and shop; a trip to the local arcade; Go-Carts; and, of course, Wild World.

"Jr. Helper Day"

A special highlight from this past summer that the members said they really enjoyed was "Jr. Helper Day". During the summer Play Centers, Inc. operates approximately 11 other school-age programs (not including S.P.I.R.I.T.). The members of S.P.I.R.I.T. were offered the opportunity to go into one of the other centers that provided care for children in kindergarten through fourth grades and be "Jr. Helpers". It was explained that the Jr. Helper was responsible for creating an activity for a group of children and following-through with it in the center.

S.P.I.R.I.T. had about twenty-five "Jr. Helpers" visit different centers for approximately three hours. In that time, each did his/her project and assisted the teacher. All of the members reported feeling great about their day and wishing they could have stayed longer. Some of the members expressed a new respect for the child care providers and recognized that everyday challenges that can occur.

This summer

For this coming summer the members suggested another amusement park that is two hours from the centers and an overnight trip. It will be challenging to organize and enact either of these trips. Fortunately the members of S.P.I.R.I.T. will be primarily responsible for making this happen.

In sharing with you the findings and successes of S.P.I.R.I.T.'s program, we hope you glean ideas and find encouragement in the planning of your own summer program.

SACC Day in Minn.

The Governor of Minnesota named April 20th School-Age Child Care Day. How about lobbying your Governor for the same during next year's Week of the Young Child?

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Profiles in Black History: Benjamin Banneker 1731-1806

Benjamin Banneker is remembered primarily for his part in designing the blueprints for Washington DC, but he had other interests, also, such as math and science.

When Banneker was a young man, a traveling salesman gave him a pocket watch. He took it apart and put it back together again to learn how it worked. Then he built a clock. He carved all the parts out of wood. His clock kept perfect time for 40 years.

A neighbor got him interested in astronomy and he became very good at it. He successfully predicted the solar eclipse that occurred April 14, 1789. He even published an almanac for more than 10 years.

Can you get old clocks, phones, a computer or other electronic or mechanical gadgets to be disassembled and reassembled? (Remember to remove electric cords.)

Can you get a kit for exploring the circuitry of a doorbell, a hearing aid or an alarm?

Create a model to demonstrate how a solar eclipse happens. How often does a total eclipse of the sun occur in our hemisphere? (This information may be found in an almanac.)

Explore an almanac to see what other kinds of information you can find.

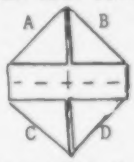
Catch the Dragon's Tail

Join everyone in a line, hands on the waist of the one in front. The first of the line is the dragon's head. The end of the line is the dragon's tail. The object is for the head to catch the tail. When the player at the end is caught, that player drops off and moves to the head of the line. Players must keep hold of the player in front of them at all times.

Shark

Fold an 8 1/2" x 11" paper in half by bringing the 8 1/2" sides together. Crease the paper in half both lengthwise and crosswise.

Fold down all four corners to the centerfold.

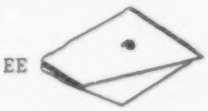


Pinch together points A and B between the thumb and forefinger of the left hand and points C and D between the thumb and forefinger of the right hand.

Bring point CD up to meet point AB and slip point CD under and into AB to form the jaws of the shark.

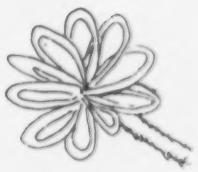
Hold the two jaws together tightly with the thumb and forefinger of the left hand. You will have a 3-sided figure. The one side opposite from the jaws will look like this.

The two sides running back from the jaws will look like this.



Force the fold on the one side inward. At the same time the other two sides will be pressed flat to make the shape of the shark.

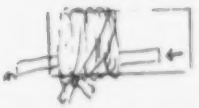
Where the two points E come together at the back of the shark, take one gently in each hand. Move them apart and the shark opens its mouth. Move them back together and the mouth closes.



Yarn Flower

You will need a strip of heavy cardboard 1/2" x 2" and a piece of yarn 1 yard long, a piece of yarn 2" long, and a green chenille strip.

Wrap the yarn around the cardboard, and tie the ends together as shown. Use the short piece to tie the loops together. Slip the loops one by one off the cardboard. Use the chenille strip for a stem.



Tie these ends together in a loop.

Bean Sprouts

Make your own bean sprouts for use in salads, sandwiches or egg foo-yung.

You will need a wide-mouth quart jar, a rubber band, an old pair of pantyhose, 1/4 cup of mung beans, and water.

Rinse the beans and put them in the jar. Fill it half-full of warm water. Cut a piece of pantyhose to cover the top of the jar and secure it with the rubber band. Soak the beans overnight.

In the morning, drain the beans and rinse them in cool water. Drain off all the water and turn the jar on its side. (All of this draining and rinsing can be done without removing the cover of the jar.) Put the jar in a dark place where it can get air. While the seeds are sprouting (3-4 days), rinse them twice a day. When they are ready, a little sun will help keep them green. Then keep them rinsed and store them in the refrigerator. Use them soon.

60 Activity Ideas

The minimum number of Activity Ideas in this issue is 60.

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JUNE CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
A DAY IN JUNE	Rose Month Cut out pictures of roses. Make tray favors, or pool them and make a poster-size collage.	June 7, 1955 $64,000 Question debuted on TV. Write your own quiz show. Decide on categories, questions, emcee and contestants. Make pretend prizes.	June 14. Flag Day. The colors, stars and stripes in our nation's flag have a meaning. Make a personal flag that says something about you.	June 22. First Day of Summer. Check your local paper for times of sunrise and sunset on June 21, 22 and 23. or Make a sundial.	Check with a local dairy to see how they will observe National Dairy Month.
GETTING TO KNOW YOU	Let children take turns acting out something each likes to do and let the others guess what it is.	Pin the name of a famous person on each one's back. To find out who you represent, ask one question per person to be answered *yes* or *no*.	Go around the circle introducing the person on your left, telling one new thing you just learned about them.	Paint a picture of something you would like to do or of something you like to remember. Share your picture with the group.	Play centipede. 2 teams sit in line with each player's legs around the waist of the one in front and move the centipede with their hands.
DAY CAMP	Let the kids evaluate the contents of your first aid kit. What needs to be restocked? What would go into a kit to take along on hikes?	Put up a tent. Even a sheet hung over a rope will do.	Plan for and prepare a one-pot dinner outdoors. Work in small groups and permit as much hands on as you can for each child.	Teach orienteering with a compass, invent you own natural trail markers (no environmental impact) or make maps as you go.	Plan long-term projects to work on a little each day. (oil painting, basketry, woodworking, needlework or drama).
SUMMERTIME	Let each child suggest a game he/she likes to play. Intentionally include as many as possible in the near future.	In teams prepare a scavenger hunt. Each team plans, sets our clues and hides a prize which will be sought by another team.	Run through a sprinkler, sail boats in a tub, use squirt bottles to knock pingpong balls off a ledge, or make mudpies. It doesn't take much water to have fun.	Plan a paper airplane competition. Recognize several different categories such as longest flight, best precision to a target, or speed.	Play balloon basketball. --- Make up exercises for fingers, arms, legs, necks or faces.
ENVIRONMENTAL AWARENESS	Where does your community get energy for light and air conditioning? How does this affect the environment?	Plan a project to reduce energy consumption. Design a home for the future.	Do an experiment to measure air pollution or water pollution in your area.	Pick up litter from a 1 square block area. Monitor the area to see how quickly litter becomes a problem again.	Write letters to government officials to express concern about an environmental issue.
CIRCLE	Play a circle game like drop the hanky or cat and mouse.	Make a cameo.	Make individual pizzas on bagels or English muffins.	Paint happy faces. Give them away to someone who can use a smile.	Do a relay that involves jumping through a HOOP or passing a hoop for each player to pass over the head and step out of.

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CORRECTION of the April issue page 6. The proposed increase in the Job Opportunities Basic Skills Training (JOBS) child care will be from $528 million (not 285) to $555 million.

Washington Notes

by Charles Pekow

Charles Pekow is the Editor of "Day Care USA." This report was written exclusively for SAN readers.

Seven States Emphasize School-Age Care with CCDBG $

Seven states plan to use the bulk of their federal quality improvement money for school-age programs this year. Delaware, Massachusetts, Michigan, Nebraska, Oklahoma, Pennsylvania and Texas reported that they plan to use most of the 25% set-aside of the Child Care & Development Block Grant (CCDBG) funds for quality improvement and related activities for school-age programs as opposed to preschool. The figures come from an analysis of state plans for FY 93 money done by William Tobin, lobbyist for Child Care of America, Inc.

For a copy of Tobin's analysis of state CCDBG plans, send $40 to William Tobin & Associates, 3612 Bent Branch Ct., Falls Church VA 22041, (701) 941-4329.

Legislation Could Fund SACC Programs

A move in Congress is brewing to start funding streams that school-age programs can take advantage of. Congress is showing considerable interest in legislation this year designed to keep children away from gangs, narcotics and other trouble.

The most likely new funding school-age programs will be able to use comes from omnibus crime legislation. The House is considering a major bill (H.R. 4092) that would authorize $250 million a year through FY 99 for programs designed to keep youth out of trouble. The legislation includes a $150 million Ounce of Prevention Grants Program, allowing the Department of Health & Human Services to give grants to governments, schools, non-profits, for-profits and community coalitions for youth activities such as school-age programs. The bill also includes $100 million a year for a Family & Community Endeavor Schools Grant Program that can also fund after-school activities. If Congress appropriated $29 million or more in any year, each state would get a share. Grantees would have to come up with a 30% non-federal match. The Senate passed a similar crime bill (S. 1607) with only $100 million for similar activities.

A few other measures may also provide help for after-school activities. The House passed the Urban Recreation & At-Risk Act of 1994 (H.R. 4034), which would also allow grants for after-school activities for at-risk youth. Grants would come from the Urban Park & Recreation Recovery Program.

Rep. Donald Payne (D-NJ), meanwhile, introduced the Youth Development Block Grant Act (H.R. 4086), with $400 million in FY 95 in block grants to states for youth development programs, with each state getting a share. And Sen. Jim Jeffords (R-VT) introduced the 21st Century Community Learning Centers Act (S. 1990), which would authorize grants to schools to expand services such as school-age care.

Nine States Address School Care

Nine state legislatures approved laws specifically concerning school-age care in 1993. The nine states passed 10 separate bills, according to the *1993 State Legislative Summary: Children, Youth & Family Issues* produced by the National Conference of State Legislatures (NCSL). (Some other states passed child care legislation that may have also affected school-age care.)

Mostly the states didn't enact broad new initiatives or spending. Virginia permitted school boards to start school-age care. Previously, they weren't supposed to use public schools for non-educational activities. Washington state ordered its Child Care coordinating Committee to develop a statewide school-age plan. California ordered school districts to coordinate with school-age providers.

A few states loosened up regulation. Indiana exempted most school-based programs from licensing, while Iowa increased the number of children family day care providers can care for to accommodate school-agers on days when schools close because of weather conditions.

The summary of legislation costs $20 plus $4 s/h from NCSL, Book Order Dept, 1560 Broadway, Suite 700, Denver CO 80202, (303) 830-2054, FAX (303) 863-8003, American Express, Visa & MasterCard taken.

NAEYC Board...

(continued from page 7)

She has been a long time advocate of school-age care including helping initiate and organize school-age programs in the early 80's.

Two other candidates for the Governing Board have experience with school-age child care. **Susan Anderson** is with the Iowa Department of Education and has advocated for SAC start-up in the Iowa school districts. **Muriel Wong Lundren** Director of the Preschool Laboratory and Referral Center in Miami, Florida lists in her candidate statement experience as a "head teacher of preschool and school-age programs."

Ballots will be mailed out in May. Candidate statements are in the March issue of *Young Children*, the Journal of NAEYC.

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SAC Advocates for NAEYC Board

NAEYC (National Association for the Education of Young Children) will elect Governing Board officers and members in May. Two nominees are strong school-age care advocates.

M.-A. Lucas is Chief of Army Child and Youth Services, Alexandria, VA. She is a candidate for NAEYC vice-president. She has been at the forefront of school-age care issues within the Army's child and youth services including the soon-to-be-released school-age child care credential for Army personnel which is the first such school-age specific credential. She has NAEYC Board experience having been appointed to fill a Board vacancy halfway through the term.

Nina Sazer O'Donnell is President, NSO Associates, Kailua, Hawaii. She is a candidate for the Governing Board

(continued on page 6)

Conferences...

(continued from page 8)

OREGON September 24, 1994
OR SAC Coalition Conference, Albany OR, Keynote: Tracey Ballas
Contact: Colleen Dyrud 503-378-5585 x 661

CALIFORNIA September 24, 1994
Carousel School-Age Conference, San Diego County Department of Education
Contact: Sylvia Selverston 619-565-4148

ILLINOIS October 1, 1994
3rd Annual Fall School-Age Care Conference, Effingham IL **Contact:** Kevin Johnson 217-367-8013 or Vera Durbin 618-283-1104

INDIANA October 8, 1994
YMCA of Greater Indianapolis School-Age Child Care Training Conference
Contact: Evelyn Guinn 317-266-9622

OHIO October 9-11, 1994
OECE and SACC Conference, Columbus OH
Contact: Robert Snyder 614-262-4545

NEW YORK October 10, 1994
Capital District SACC Network Annual Fall Conference, Albany NY
Contact: Debra Parsons 518-426-7181

ALASKA October 20-22, 1994 **New Listing**
AAEYC Annual Conference will have a school-age track, Anchorage AK
Contact: Cecilia or Christie 907-696-5884

NEW JERSEY October 21-22, 1994
New Listing 7th Annual NJ SACC Conference, Great Gorge NJ
Contact: Denise Sellers 609-429-1603

MICHIGAN October 25, 1994
Michigan School-Age Child Care Association Conference, Detroit MI
Contact: Barbara Papania 313-467-1574

INDIANA February 25, 1995
YMCA of Greater Indianapolis School-Age Child Care Training Conference
Contact: Evelyn Guinn 317-266-9622

WELLESLEY SACC PROJECT
1994 LEADERSHIP INSTITUTES
DISTRICT OF COLUMBIA, May 18-20
Contact: Dr. Kellene Bruce 202-727-1839
CALIFORNIA, Mill Valley, June 4-8
Contact: Darci Smith 415-957-9776
MASSACHUSETTS, Boston, June 25-30
Contact: Pat Day 617-734-5200 x279
ILLINOIS, Starved Rock, July 10-15
Contact: Rachel Sloane 312-769-8008
GEORGIA, Atlanta, July 25-27
Contact: Kimberly Nottingham 404-373-7414
MISSOURI, Kansas City, July 31-August 5
Contact: Kathy Hermes 816-756-1950
VIRGINIA, Newport News, October 21-22
Contact: Paulette Bomberger 804-591-4825

DO WE HAVE YOUR SCHOOL-AGE CARE CONFERENCE DATES?

Oops – Actually, We're Offering An Even Better Discount . . .

We recently began distributing our *new* 47 page 1994 After School Resource Guide. After mailing it., we realized that in the new Resource Guide we had printed our *old* group discount rates for the School-Age NOTES Newsletter. Below are the new, even better discount rates.

DISCOUNT GROUP RATE FOR SCHOOL-AGE NOTES NEWSLETTER

Order FIVE or more subscriptions to the same address or different addresses (but billed at the same address) and receive the following savings:

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25% off 20-49 subscriptions
30% off 50-99 subscriptions
40% off 100+ subscriptions

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SAC CONFERENCES

IOWA May 14, 1994
ISACCA "Fiber Optics" Conference
5 locations throughout state feeding from Johnston
Contact: Amy Williams-McKern 515-277-6026

PENNSYLVANIA May 21, 1994
SE Penn. SACC Project Summer Workshop with Rich Scofield, Penn Wynne PA
Contact: Lauren Atwell-Douglas 215-643-0569

WASHINGTON July 22-23, 1994
WA SAC Alliance Annual Conference, Renton WA
Contact: Janet Frieling 206-461-3602

OREGON August 19-20, 1994
Oregon SAC Alliance and Washington SAC Alliance Joint Conference, "Developing Successful Program for 9-15 Year Olds", Portland OR
Contact: Colleen Dyrud 503-373-0790 x 661 or Mari Offenbecher 206-461-3602

(continued on page 7)

RESOURCES

NAEYC Brochures

An often overlooked resource for programs wanting to help parents and to expand their own professional development is the brochures available from NAEYC (National Association for the Education of Young Children).

Subjects cover ADA (Americans with Disabilities Act); resisting bias; good teaching practices; playground safety; TV violence; testing; compensation guidelines; African-American literature; learning self-control; ethical conduct; reading; math; beginner's bibliography and more. **For new Spring '94 Catalog contact: 800-424-2460.**

Books for Ages 8+

Get ready for summer reading with exciting books for kids about the environment; nature; history and our heritages from John Muir Publications - Young Readers Ages 8 and Older Catalog. **CONTACT**: John Muir Publications, PO Box 613, Santa Fe, NM 87504 (505) 982-4078 [John Muir 1838-1914 was a U.S. naturalist hence the type of books carried.]

Conference on Black Children

The 24th Annual Conference of the National Black Child Development Institute (NBCDI) will be October 6-8, 1994 in Seattle, Washington. Over 3,000 attendees are expected. **CONTACT**: NBCDI, 1023 15th St., N.W., Suite 600, Washington DC 20005 800-556-2234.

ASK (After School Kids): TV SAC Videoconference

WGTE Public Broadcasting Station (PBS-TV) in Toledo, Ohio is producing a videoconference training opportunity for school-age care providers across the country May 18.

Call your local PBS station (educational TV) to find out if and when they are carrying it. Some stations may choose to broadcast it at a later more convenient day and time. Also ask if there will be any follow-up opportunities. The purpose of the 60-minute workshop hosted by Shari Lewis is to explain how PBS shows such as *Ghostwriter* and *Lamb Chop's Play-Along* can be used interactively in before-and-after-school settings.

Summer Ideas

The following catalogs were advertised in a recent deck-card mailing:

* **Badge-A-Mint** - "Design your own buttons using drawings, photos or sayings or choose from 1,500 stock designs. FREE catalog features a complete line of button-making machines, button parts, stock designs and supplies." Call 800-223-4103.

* **S&S Crafts Catalog** Features arts; crafts; games; activities; dramatic play; manipulatives and "crafts as low as 25¢ each." Call 800-243-9232.

Volume XIV #10 The Newsletter for School-Age Care Professionals June 1994

School-Age NOTES

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"Lifers" in SAC:

Summer Program Challenge 20 Years Ago

Linda Sisson of Kids Club in Edina, Minn. has referred to those school-agers who start in kindergarten and stay with the program for 6-7 years as "lifers." (In child care programs that start at birth, the number of years in the same program could conceivably be 9, 10 or 11 years.) Those children go through many, many staff changes and often out last directors.

New staff and new directors need to be aware of this issue when planning both the after school program and the summer program. The existence of "lifers," long-term attendees, underscores the importance of not having a program based on continuous activities with no sense of purpose. It also emphasizes the importance of involving the kids in the planning. Continuous activities and programming without consideration of developmental and individual needs leads to burn-out by both kids and staff.

The April issue quoted passages from *School's Out! Group Day Care for the School Age Child* (1974) by Elizabeth Prescott and Cynthia Milich part of a study done 20 years ago which is still valid for programs today. The quoted passage was about what "staffs mentioned as the good things about summer." The following passage is about "lifers."

"Lifers" 20 Years Ago

"The problem most often described (at 40% of the centers) for summer programs is that of keeping children busy, most especially older boys. Many of the older children have been at the same facility since they were preschool age. It is difficult to provide that much challenge and variation of experience in a single facility over a long period of time.

"Boys, especially, seem to hanker for more challenge and variety. They would welcome chances to get out into the community, to explore on bicycles, and poke around and perhaps build tree houses or forts with friends. It is this very kind of activity which is most difficult for group care to provide. The long summer day is often too hot for the organized sports which hold interests during the school year. What to do clearly is a problem for the staff."

What to do?

School-Age NOTES over the years has discussed different ways of addressing the issue of making the summer program interesting, relevant and different to children who have been attending for many years rather than focusing on keeping them busy.

[X] Plan for some activities and experiences to occur in a totally different setting - local church, camp site, community parks, library, or computer center.

[X] Plan for overnight events even if it is only a "lock-in" at your program. Have a campfire on the playground, roast marshmellows and other traditional summer camp evening activities.

[X] Utilize local libraries, Cooperative Extension and 4-H offices, Girl Scout and Boy Scout books and other community resources that have information on camping, water sports & activities, arts & crafts projects, games, songs and anything else that would make your program special.

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Plastic Bubble Highly Flammable

Large plastic bubbles blown-up by box fans and able to accommodate inside a group of children have been popularized by many school-age trainers. Now we have found out from Jim Therrall of PPLA-USA (Professional Play Leaders Association) that the most common plastic used is highly flammable.

Therrall reported to SAN, "We did a test and the plastic caught fire and melted almost instantly. In fact, it melted and stuck to my thumb leaving a second-third degree burn and scar!"

"I don't want to overstate the danger, but it's definitely there. If the bubble was near any heat source or spark from a short circuit and caught fire, the kids wouldn't be likely to get out," stated Therrell.

Therrall has been marketing "Space Bubbles" as multi-use play areas. He has five different sizes to choose from and also offers to provide a sheet of directions if people want to make their own. He commented on his search for a safer plastic, "We've special ordered a very flame retardant plastic to make bubbles out of - it's more expensive, but amazing stuff. We've also added other safety and durability designs and specifications."

For a free flyer about ordering a "Space Bubble" write to: PPLA-USA, PO Box 161713, Austin TX 78716.

A free PPLA-USA newsletter is also available from the same address.

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Successful Partnerships

by Marsha Faryniarz

Now is the time to be planning for building partnerships with the facility that you occupy and/or with the school that you serve. Although written from the perspective of an outside group using a school building, the following can be used by church programs related to their facility relationships or even private programs that wish to build better relationships with the schools they serve.

As the need for quality school-age child care continues to grow, providers will be looking more and more to community facilities in which to house these programs. Many of the school-age programs in existence today are housed in public school buildings. [According to the National Study reported in SAN April 1993, **28% are in public schools**; 35% in child care centers; 14% at religious institutions; and the remaining 23% are in community centers, work sites, nonreligious private schools, universities, colleges and municipal buildings.]

Having programs housed in the school building makes sense since the population these programs serve are already there when school lets out, and the building, for the most part, is available during the hours care is needed.

In order to ensure that school administrations want to be involved with school-age child care programs, a positive relationship must exist between the host site and the provider. There are many things that providers can do to maintain and further develop positive working relationships.

Building Relationships

Our YMCA has been providing school-age care in public schools for approximately seven years. To date we house programs in fourteen different school buildings. Over time we have come to understand and appreciate the importance of a good relationship with the professionals at our schools.

Educate

Take the time initially to educate school personnel about the program. The information that the school board wants is usually different than what the staff wants to know.

School Boards

Boards are typically concerned with issues such as insurance, responsibility, finances and accountability. Have all your information at hand when presenting your proposal to a school board. They need to be assured that the program will be well supervised and that the school will not be held liable, either financially or legally, for any mishaps.

Facility Staff

The principal, teachers and support staff (i.e. secretaries, custodians, lunch helpers, etc.) need to be informed regarding the philosophy of your program, the logistics of how it works and what space you will be using. The best way to do this is to ask for some time at an initial teachers' meeting. You can then take this opportunity to introduce yourself to the staff and talk about the program. Any literature you have which describes your program may also be disseminated at this time. This includes promotional brochures, parents handbooks and manuals.

The most important thing that you can do to build a positive relationship with the school is to maintain a quality program.

This is a great opportunity to let the school staff know what your program will look like each day and why it *won't* look anything like their classrooms. A short exercise in which you ask the staff to remember back to their childhood and list the various activities they participated in after school is a good lead in. Adults can very easily forget what it felt like to be a child getting out of school each day. This exercise can jog their memory in hopes of reminding them about the diverse needs we deal with each day.

Remind the staff that children can have 10 or more adults in authoritative positions telling them what to do between the time they get up until school lets out at the end of the day. This will help them to understand why the children may be "a bit noisier" after school than they were in the classroom and why having lots of choices available in your program is so important.

Qualifications and Standards

Let the teachers and administration know about the qualifications of your staff, the licensing standards you maintain and all training you and your staff undergo throughout the year. We have found that many people are surprised and impressed to hear just how professionally trained child care staff really are. [*Standards for Quality School-Age Child Care* by the National Association of Elementary School Principals can help show school personnel how you are meeting quality standards and also show the assistance on space issues needed from the school.]

Open Communication

Strive to keep open the lines of communication. Let school staff know that you, like they, have the best interest of the children at heart. Therefore welcome any feedback they may have which will help you to better meet the needs of any child. This can be done on

(continued on page 3)

School-Age NOTES

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The Character Curriculum

USA Today recently reported on the Hyde School in suburban New Haven, Conn. which has instituted a "character curriculum" based on the concept of "doing your best." The curriculum includes traditional subjects but also requires students to take performing arts, sports, and provide a community service.

The Hyde School's curriculum expects all students to develop these **TRAITS**:

- The **courage** to accept challenges
- The **integrity** to be truly themselves
- **Concern** for others
- The **curiosity** to explore life and learning
- **Leadership** in making the school and community work

With these traits, five **PRINCIPLES** develop:

- **Destiny**. Each of us is gifted with a unique potential.
- **Humility**. We believe in a power and a purpose beyond ourselves.
- **Truth**. Truth is our primary guide.
- **Conscience**. We attain our best through character and conscience.
- **Brother's keeper.** We help others attain their best.

Expected **RESULTS from students:**

- Core knowledge and skills
- Capacity to use education and a reverence for learning
- Self-confidence, perseverance, creativity and personal vision
- Integrity of relationships
- Responsible and effective citizenship

Expected **RESULTS for parents:**

- Personal liberation from children's challenges
- Vision beyond parenthood
- Simultaneous personal growth with children

School-Age NOTES felt its readers might be interested in the concept and ideas presented and see areas of application to school-age programs. It is interesting to note that probably the actual curriculum in many schools would only focus on one of those results - "core knowledge and skills." Yet the Hyde School felt that core knowledge and skills was only one part of its curriculum.

Partnerships . . .

(continued from page 2)

an informal basis through phone calls or brief visits. It should also be done formally through an evaluation each year. Newsletters should always be shared with school personnel to keep them up-to-date on program happenings. Ask that they share their school newsletters to keep you up-to-date on school events. A school handbook can help you understand the school policies and procedures.

Becoming a Part of the School

The most successful school-based programs are ones in which the program is accepted by parents, children and staff alike as an integral part of the school program. Your program should be visible throughout the school. There are many ways in which this can be accomplished. The following are just a few:

- Post all newsletters and program information in the teacher's lounge
- Ask for space on a prominent bulletin board in the school to display artwork
- Take on a school betterment project such as planting flowers, painting playground equipment or making birdhouses for the school
- Decorate the school cafeteria during holiday times
- Always include an article in the school newspaper about the program
- Be sure to have some representation at school fairs and family nights

Afternoon Teas

It isn't enough to just tell staff about your program. They must have the opportunity to see the program in action. Our teachers' teas have met with great success. Children invite their teachers to an afternoon "tea" in which the snack they have prepared is served and teachers can take part in some of the activities. We have had a lot of feedback from teachers and school administrators regarding how enlightening and positive these afternoons are for them.

Ways to Say Thank You

In working with school administrators, a little kindness and thoughtfulness can go a long way. We always invite administration and support staff to our family nights. We also make sure that we show our appreciation to the staff by leaving "goodies" in the teacher's lounge or at a table for their meetings. Thank you notes from the children are always sent when a staff member does something for the program.

Children love to help out with projects and we have often availed our services to school custodians. Projects such as painting playground equipment, building bookshelves and cleaning out closets are just some of the things that our school-age kids have helped with at some of our sites.

Maintain a Quality Program

The most important thing that you can do to build a positive relationship with the school is to maintain a quality program. Your program should be one the school is proud to have in their building each day. Continually evaluate your programs through parent, child, school personnel and SAC staff evaluations. There is always room for change and improvement in any program.

Successful partnerships work well for everybody. As professional caregivers, we owe it to families to have the facilities available to us in order to offer quality child care programs in each community. This will only happen if we do all we can to be a welcome "guest".

Marsha Faryniarz is the Director of School-Age Programs at the Greater Burlington YMCA in Burlington, Vermont.

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Independence Days

July is a good month for Independence Days. Besides July 4 in the USA, there's Dominion Day in Canada (July 1) and Bastille Day in France (July 14). There's even a July 24 observance in South America.

On July 14, 1789 the French Revolution began when citizens stormed the Bastille, a prison, in an effort to free political prisoners. On July 1, 1867 in Canada the provinces of Quebec, Nova Scotia, New Brunswick and Ontario formed a dominion. Other provinces joined later so that today there are 10 provinces and 2 territories. Locate these on a map. Get a feel for where they are located and what their names are.

What happened on July 4, 1776 in the USA? Locate Philadelphia on your map and the 13 states who sent representatives there. How many days do you think it took, by your calculation, for each state's delegation to travel to Philadelphia on horseback?

July 24, 1783 is the birthday of Simon Bolivar, known as "The Great Liberator" for his leadership in securing independence from Spain for Venezuela, Ecuador, Bolivia and Peru. What languages are spoken in these countries and where are they located? Make and display flags of these countries on their special day.

Cup Relay

For each team you will need a piece of string 4 yards long and a styrofoam or paper cup. Punch a hole in the cup bottom with a pencil and put the cup on the string. Tie the ends of the string to a stationary object at each end of the line.

Without using his hands, the first player on each team moves his cup to the end of the line by blowing into it. When he reaches the end of the line, he moves the cup back by hand along the string to the next player on his team. Do not let the string sag.

Maintaining Skills

- **Encourage reading** during the summer. Read aloud to the kids; let them read to you.
- **Let the kids share** favorite books they like to read.
- **Provide a good** place for reading enjoyment.
- **Paint or draw an illustration** for a book.
- **Write a book** for younger readers.
- **Provide access to good books**; make them easy to bump into!
- **Let older children read aloud** to younger children. There are benefits for both.
- **Visit the library** to choose books.
- **Provide real textbooks** for playing school.
- **Let the kids write a playscript** based on a favorite book.
- **Set up a play store**. Let the kids check newspaper ads for appropriate prices to put on items. The clerk can practice adding up the order; make change with play money.
- **Check out the different museums** available in your community and what summer opportunities are available for children. There are art museums, science and industry museums, museums of natural history and historical museums. Each will have something different to offer.

Lines of Communication

The Children's Museum in Lexington, Kentucky has an exhibit with 1 mile of tubing coiled about through the museum ceiling. Children hold both ends of the tube and speak into one end and listen for their voice to come back to them from the other end of the tube.

You can do something similar with an old garden hose. Stick a funnel into each end. Send your voice through the tube around the corner of the building and out of sight to your partner on the other end of the hose. You can connect play forts and other outdoor playsights.

Caution: No shouting!

Silhouettes

The birthday of Etienne de Silhouette was July 5, 1709. He was the finance minister in France, but his hobby was cutting out shadow portraits.

Silhouettes used to be very popular in colonial days, before the camera was invented, back when the only way to have a portrait was to sit still while someone painted it. Portraits were expensive, but silhouettes were quick and easy.

To make a silhouette, use a lamp without a shade. Set the lamp even with the person's head so a sharp, dark shadow is formed. Have the subject sit so a profile (side view) is projected. Catch the shadow on a piece of white paper and draw the shape of the shadow. Then you can color in the shadow shape black, or you can cut out the shadow shape, which will be in white, and mount it on a black background.

Traveling Down "Route 66"

Dear School-Age NOTES:

We are looking for help from School-Age NOTES subscribers with a fun project for our summer camp program.

This summer our center will be taking an *imaginary road trip* from our hometown of **Baltimore, Maryland to San Francisco, California** and then we'll be "flying" to Hawaii.

We are hoping to find school-age care programs along our route to exchange postcards and pamphlets about nearby attractions. We will be traveling along routes 70, 80, 90.

Vivian Walters, Director
Hartford Heights Child Care Center
5300 Belair Road
Baltimore MD 21206

63 Activity Ideas

The minimum number of Activity Ideas in this issue is 63.

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JULY CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
JULY DAZE	July 1, 1847 the post office issued the first US postage stamps, a 5¢ and a 10¢. Whose picture was on each? (Franklin-5¢, Washington-10¢)	July 8, 1796 the first US passport was issued. Arrange to have a traveler show you a passport and tell about his/her travels. What is a visa?	July 12, birthday of Anne Moore (1871-1961), a children's librarian who started story-telling hours. Schedule a daily story-telling hour this week.	July 22, birthday of Emma Lazarus who wrote the poem inscribed on the Statue of Liberty. ("The New Colossus"). Do you think it still applies? What would you write?	July 18, 1918, birthday of Nelson Mandela. How many stories and photos of him can you find in newspapers and magazines?
JULY GARDENS	Make a dish garden for indoors. Use potting soil, small plants and pretty colored stones.	Want an unusual garden? Try a cactus garden. There are many small varieties of cacti in interesting shapes and colors.	Make a salt garden. Fill a bowl half full of water and stir in as much salt as you can plus 1T of vinegar. Add large porous stones. Let water evaporate.	Try a rock garden outdoors -- a little soil, a lot of rocks, and colorful plants for shallow soil.	Plant a mini-garden in a window box or hanging basket. Use plants, not seeds, unless your garden can winter indoors.
PAINTING WITHOUT BRUSHES	Spread drops of paint about the paper by moving small magnetic objects on top of the paper using a magnet under the paper.	Dip soda straw in tempera paint. Cover top of straw with finger. Move straw over paper and release paint droplets by lifting finger.	Dip a craft stick in colored water and drip it on a paper towel. The designs will have soft edges and colors will blend. Use food coloring in water.	Mix food color or tempera into liquid starch to make colored finger paints. Dip the paper in water before applying the colors.	Dip short pieces of string in tempera paint and arrange on art paper. Make a print of the completed design onto a clean sheet of paper pressed on top.
BUTTERFLIES	Observe butterflies and moths. Learn how to tell the difference. Find out about life cycles, how long they live and what they eat.	Cut one piece of crepe paper for both wings. Cut a piece of chenille strip for the body. Fold it double. Slip black threads through the fold for feelers.	Crease paper down the center. Paint the body on the fold. Paint one wing. Fold the paper and blot the paint to form the other wing.	Make tissue paper wings, craft stick body and chenille strip feelers. Glide it behind you on a string.	Does you local nature center or science museum have an insect zoo? These are fun to visit and may give you several ideas.
RELAYS	Teams in single file roll a ball through their legs to the end of the line. The last player runs the ball to the front of the line to roll it through again.	Transfer water from one bucket to another by transferring it from cup to cup down the line.	Use water balloons for balls in an over/under relay.	Carry an ice cube on a spoon to the goal line and back. Pass it to the next player's spoon, who continues.	Do the old clothes relay. Put them all on, run to the goal and back, take them all off, put them on the next player and so on.
NATIONAL MONTH MONTH	July is National Ice Cream Month and National Peach Month. How about some homemade peach ice cream?	July is also National Picnic Month and National Hot Dog Month. Plan a picnic cookout for lunch.	July is National Recreation and Park Month. Get a guide to National Parks or one to local or state parks.	July is National Anti-Boredom Month. Have each child suggest an appropriate activity.	Celebrate National Month Month by thinking of one more thing to celebrate!

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School-Age Career Preparation in Ontario

Early childhood education is taking an exciting new direction in Ontario. The early childhood programs at Canador College presently have expanded from one methods course to three — administration, infant-toddler, and school-age care. The direction for the future is to expand again, this time to a three-year program with the third year devoted to specialization in administration, in infant-toddler, or in school-age care.

Heather Houston, who teaches in the Early Childhood Education Program at Canadore College, reports that the present school-age emphasis includes a lab experience in which the college students in the school-age care course take over and run the school-age program during their spring break. They use *Half a Childhood* for the text and also to help in planning for lab experience.

Contact: Heather Houston
Early Childhood Program
Canadore College, Box 5001
North Bay ON P1B 8K9 CANADA
705-474-7601 ext 5264

Philosophy . . .

(continued from page 7)

sional development that looks at this field as a career choice, it is going to have to put some parameters around it and give it some definition. **We can't ask people to be trained for a field that we can't quite define.**

During a phone conversation about the SAC field, professional development, and the fact the field is in many ways still in its early development, one SAC professional from Oregon created some slogans in jest about attracting people to an evolving field. While said in jest, many may recognize the truth in these. —*"Get in on the ground floor; we're building the building as the elevator is going up."* —and my favorite— *"Help us develop our field while you develop your career."*

For further exploration of what school-age care is about and what it is not, try chapters 1 and 4 on Statement of Mission and Curriculum in *School-Age Child Care: An Action Manual for the 90's and Beyond* (1993) by Michelle Seligson and Michael Allenson.

Resources . . .

(continued from page 8)

Other Conferences

National Community Education Association (NCEA) November 9-12, 1994, Des Moines, Iowa. There has been growing interest from community education in school-age care. To receive registration and preliminary conference information when it is published **contact:** NCEA Conference, 3929 Old Lee Hwy., Ste 91-A, Fairfax VA 22030 (703) 359-8973

7th Annual "I Have a Dream" National Youth Assembly, August 12-15, 1994, Little Rock, Ark. The Assembly will seek to empower participants through the teachings and life example of Martin Luther King, Jr. to reject the culture of violence and materialism and become persons of high moral and spiritual standards who demand excellence from themselves and others. The focus this year will be on community service. **CONTACT:** The Martin Luther King, Jr. Federal Holiday Commission, 229 Auburn Ave., Atlanta GA 30312 (404) 730-3155.

Low-Income Families

The National Center for Children in Poverty has a one-page flyer describing five reports and monographs about low-income families and child care. **CONTACT**: National Center for Children in Poverty, Columbia University School of Public Health, 154 Haven Ave, New York NY 10032 (212) 927-8793.

Conferences . . .

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CALIFORNIA September 24, 1994
Carousel School-Age Conference,
San Diego County Department of Education
Contact: Sylvia Selverston 619-565-4148

ILLINOIS October 1, 1994
3rd Annual Fall School-Age Care Conference, Effingham IL
Contact: Kevin Johnson 217-367-8013 or Vera Durbin 618-283-1104

INDIANA October 8, 1994
YMCA of Greater Indianapolis SACC Training Conference
Contact: Evelyn Guinn 317-266-9622

OHIO October 9-11, 1994
OECE and SACC Conference, Special Speaker: Linda Sisson, Columbus OH
Contact: Robert Snyder 614-262-4545

NEW YORK October 10, 1994
Capital District SACC Network Annual Fall Conference, Albany NY
Contact: Debra Parsons 518-426-7181

ONTARIO CANADA October 13-15 **New Listing**, Ontario School-Age Conference, Keynote: Rich Scofield, Gananoque (near Kingston), Ontario
Contact: Wendy Mitchell 613-544-5400 x1133

ALASKA October 20-22, 1994
AAEYC Annual Conference will have a school-age track, Anchorage AK
Contact: Cecilia or Christie 907-696-5884

NEW JERSEY October 21-22, 1994
7th Annual NJ SACC Conference, Great Gorge NJ
Contact: Denise Sellers 609-429-1603

MICHIGAN October 25, 1994
Michigan School-Age Child Care Association Conference, Keynote: Tracey Ballas, Detroit MI
Contact: Barbara Papania 313-467-1574

INDIANA February 25, 1995
YMCA of Greater Indianapolis SACC Training Conference
Contact: Evelyn Guinn 317-266-9622

WELLESLEY SACC PROJECT 1994 LEADERSHIP INSTITUTES
ILLINOIS, Starved Rock, July 10-15
Contact: Rachel Sloane 312-769-8008
GEORGIA, Atlanta, July 25-27
Contact: Kimberly Nottingham 404-373-7414
MISSOURI, Kansas City, July 31-August 5
Contact: Kathy Hermes 816-756-1950
VIRGINIA, Newport News, October 21-22
Contact: Paulette Bomberger 804-591-4825

DO WE HAVE YOUR SAC CONFERENCE DATES?

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Summer & Full Day Curriculum Manual

The 4-H School-Age Child Care Program at the University of California Cooperative Extension has just completed a **Summer & Full Day Curriculum Manual**.

...the introduction says "Readers are cautioned that the philosophy represented in this manual may not coincide with their own..."

It is over 260 pages in a large 3-ring binder divided into 87 pages of information about development, environment, relationships, philosophy and delivery of activities, field trips, management, schedules, and planning outlines. The other 180 pages are divided into 4 theme areas: Endangered Rainforests, Water Wizards, The Wonderful World of Pets, Olympics in Action. One theme a week with seven pages devoted to each day's morning and afternoon activities - over 40 pages a week.

CAUTION - Intriguingly, the introduction says, "Readers are cautioned that the philosophy represented in this manual may not coincide with their own; however, significant amounts of the manual should have relevance to a variety of programs." The curriculum approaches the purpose of SACC as an opportunity to provide learning experiences. It does not talk about, in its purpose, the opportunity to provide a home-like atmosphere to meet the developmental and individual needs of school-agers when their parents are working or otherwise unavailable.

This 4-H curriculum approaches all aspects of school-age care as opportunities to enhance the learning process and as lessons to be taught through an experiential model based on educational objectives. The following quotes provide more insights to the 4-H philosophy of SACC.

"Curriculum for SACC programs should: Clearly specify the conditions under which the learner should exhibit the desired behavior and the behavior expected, i.e. what the learner will be able to do in order to show attainment of the objective."

"The research base for the 4-H curriculum includes both the disciplines relating to 'what we learn,' as well as to those relating to 'how we learn.'"

The curriculum borrows heavily from the field of education with references to "elements of instruction," "time on task," "learning methods," and "range of subjects covered." However, this educational emphasis should not overshadow the content philosophy. "In 4-H, youth development refers to the development of life skills, knowledge and attitudes for self-direction and living a productive and satisfying life." To quote the introduction again "however, significant amounts of the manual should have relevance to a variety of programs."

Summer & Full Day Curriculum Manual is $35 plus $2.50 S&H. Other SAC materials available from the 4-H School-Age Child Care Program are: **Management** $17.50; **Curriculum I** $25; **Curriculum II** $25; and **Facilitators Guide** $10. Add $2.50 S&H for each item ordered. **Order from:** 4-H School-Age Child Care Program, 11477 E Ave., Auburn CA 95603 (916) 889-7385 **MAKE CHECKS PAYABLE TO:** Regents-University of California.

Editor's Comments on SAC Philosophy

It is definitely intriguing when an introduction to a school-age manual, or any manual, cautions you that the philosophy represented may not coincide with your own.

...the larger issue faced by the field of school-age care: What is the purpose of school-age care?...What is the difference between an after school program and a program after school?

The 4-H manual's philosophical emphasis on educational objectives and learning raises the larger issue faced by the field of school-age care: What is the purpose of school-age care? What is the definition? What is the age range it covers? What are the expected outcomes for the children and youth who participate in programs after school? What is the difference between an after school program and a program after school? Is any program that takes place after school or during the summer school-age care? What are the characteristics of school-age care that distinguishes it from other programs and events for children and youth that occur during their out-of-school time? Is school-age care only programs that are regulated or monitored by child care agencies and departments of education?

I believe the key is in the word C-A-R-E. Care can be the narrow view as in "caretaker" such as the adult on the school playground responsible to make sure there are no fights and to bring in the basketballs each day. Or care can be the broadest view as in "caregiver" which can encompass not only the "educational" component as a provider of opportunities for learning but also care that is developmentally and individually appropriate meeting school-agers' needs.

Why is this important?

If the field of school-age care wants to move ahead and expand with profes-

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SAC CONFERENCES

WASHINGTON July 22-23, 1994
WA SAC Alliance Annual Conference, Renton WA **Contact:** Janet Frieling 206-461-3602

OREGON August 19-20, 1994
Oregon SACA and Washington SACA Joint Conference on 9-15 Year Olds, Portland OR
Contact: Colleen Dyrud 503-373-0790 x 661 or Mari Offenbecher 206-461-3602

OHIO September 17, 1994 **New Listing**
Northwest Coalition of Professionals for SACC
Keynote: Tracey Ballas, Bowling Green OH,
Contact: Sue Neufeld 419-353-8400

OREGON September 24, 1994
OR SAC Coalition Conference, Albany OR,
Keynote: Tracey Ballas
Contact: Colleen Dyrud 503-378-5585 x 661

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RESOURCES

Projects for Older Kids

The Spark in the Stone, Skills and Projects from the Native American Tradition by Peter Goodchild teaches the ancient traditional skills to create shelter, clothing, and other necessities for surviving in the wilderness. Included are how to make a stone hammer, create a fishhook or needle out of bone, make a Paiute grass shelter or a Plains tepee, build a loom, make craft baskets, pottery or a birchbark bowl, brew teas of native leaves and berries, gather cattail pollen for yellow porridge and more. These are good activities for older school-agers, particularly on long summer days. **CONTACT:** Chicago Review Press 800-888-4741

PBS Activity Books

The ASK-TV (After School Kids) Activity Book that was printed in conjunction with the SAC video-conference in May hosted by Shari Lewis has been distributed to 123 Public Broadcasting Stations (PBS) across the country. 5,000 copies were distributed. Call your local educational station to see if copies are still available. The ASK-TV Activity Book was developed with activities from after school programs that explored how PBS programs could be used as a source of interactive activities.

Management Software

We have received requests about how to get in touch with the makers of EZ-CARE, a software system designed for child care systems, that was mentioned in the April issue. The Afterschool Club in Lake Villa, Illinois used it for: registration and information management, accounts receivable, scheduling/attendance management, and parent communication. The maker is SofterWare of Ft. Washington, Penn.

Call 800-220-4111 for a FREE preview disk and information packet.

Activity Kit Rentals

The Children's Museum of Boston rents activity and curriculum kits. Targeted for hands-on exploration in schools, they could be used as theme starters for SAC programs. Rentals are for 1-2 weeks for $20-30. The free 26-page KIT-a-log (catalog) gives explicit descriptions and rental and reservation process information for over 90 kits covering different cultures, fine arts, and the sciences. **CONTACT**: The Children's Museum, Kit Rental Dept., 300 Congress St., Boston MA 02210 (800) 370-5487.

Catalogs

-**School Tools** has early childhood equipment plus arts & crafts supplies. Call 800-482-5846.

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Volume XIV #11 The Newsletter for School-Age Care Professionals July 1994

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Managing the Difficult Child

10 Tips for Working with Children with Attention Deficit Disorder

Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) are two neurological syndromes whose symptoms remind people of "the difficult child." Many staff in SAC programs have difficulty working with children with ADD and ADHD. Not all children identified as having ADD are hyperactive. {ADD and ADHD *has to be* diagnosed by a medical doctor with ADD expertise.}

Some of the characteristics of children with ADD or ADHD are: -easily distracted; -doesn't finish projects or activities; -hears but doesn't seem to listen; -difficulty adjusting to new situations and changes in routine; -speaks out and acts out impulsively; -disrupts other children; -often talks excessively; -has difficulty playing quietly; -often loses things such as notes from parents, lunch money, homework; -disorganized, often cubby or locker a jumbled mess; -daydreams, "spacey;" -often engages in physically dangerous activities without considering possible consequences; -fidgets, wiggles and drums fingers or taps feet.

The following are tips and strategies for managing children with ADD or ADHD. Many of these tips are also good practices for working with all school-agers.

1. **Kids with ADD need structure.** They need external structure since they have difficulty structuring internally. Make lists. Create prompts and reminders. Do previews. Provide repetition. Give direction. Set limits and boundaries.
2. **Waiting is difficult.** Engage them in activities which constantly involves with no waiting such as dodgeball rather than kickball.
3. **Help children make their own schedule** of what they are interested in doing each afternoon and what they are suppose to do (homework). Scheduling with agreed upon prompts and reminders helps avoid one of the hallmarks of ADD: procrastination.
4. **Set limits, boundaries.** This is containing and soothing, not punitive. Do it **consistently, predictably, promptly,** and **plainly.** Don't get into complicated arguments which are just diversions.
5. **Provide an escape-valve to help gain control** and "save face." This may be saying they are going to the directors office; going out in the hall; or going to a special designated place in the cafeteria that has clay to pound and drawing and writing materials available to express their feelings.
6. **Break down large tasks into small tasks.** Helping to "clean-up" at the end of the day may seem overwhelming. Finding all the LEGO materials and putting them in the box is manageable.
7. **Encourage physical exercise.** Vigorous exercise helps work off excess energy and focus attention. It stimulates certain hormones and neurochemicals that are beneficial.
8. **Prepare for free time** with lists of suggested activities to help structure the ADD child's choices. Sudden unstructured time can be overstimulating.
9. **Repeat**, Repeat, Repeat.
10. **Look for and appreciate their specialness.** Children with ADD are often more sensitive, gifted and talented than they seem. They are full of creativity, play, spontaneity, and good cheer. They tend to be generous of spirit and glad to help out. They usually have a "special something" that enriches the opportunities with them.

RESOURCES:

I Can't Sit Still: Educating and Affirming Inattentive and Hyperactive Children by Dorothy Davies Johnson, M.D., 1992, available from School-Age NOTES $17.95 (15.95 for subscribers) plus $3.50 S&H.

Driven to Distraction: Recognizing and Coping with Attention Deficit Disorder from Childhood through Adulthood by Edward M. Hallowell, M.D. and John J. Ratey, M.D., 1994, available at local bookstores $23.

PAY ATTENTION!!! Answers to Common Questions About the Diagnosis and Treatment of Attention Deficit Disorder by Craig B. Liden, M.D., Jane Zalenski, and Roberta Newman, available from Transact Health Systems for $15 plus $2 S&H send to: Atten: Sharon, Transact Health Systems, 2566 Haymaker Rd., Monroeville PA 15146.

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NSACCA Awarded President's National Service Grant

President Clinton has called national service the American way to change America. With the support of a $600,000 grant renewable each year for three years from the Corporation for National and Community Service, NSACCA (National School-Age Child Care Alliance) and NACCRRA (National Association of Child Care Resource and Referral Agencies) will implement the Action for Children Today (ACT) program, deploying AmeriCorps volunteers in communities around the nation to develop child care for infants, toddlers and school-age children. The project was developed as a collaborative effort between NSACCA, NACCRRA, and the Center for Effective Services for Children (in consultation with ZERO to THREE/National Center for Clinical Infant Programs, CCR&R state associations and local CCR&R agencies).

In its first year ACT will place 45 AmeriCorps volunteers in child care resource and referral agencies in three states, California, Texas, and New Jersey. More states and volunteers will be added in year two and three.

The AmeriCorps members will be trained in both infant/toddler and school-

(continued on page 6)

Some Real Issues in School-Age Care

Michael Ketchek of Rochester, N.Y. responded to the lead article "Giving Children their Childhood Back" in the February issue of School-Age NOTES which asked some questions concerning the role of school-age care and the providers of that care. [See page 3 for information about the February article.] He felt that the questions didn't get to the real issues.

"How does one create a profession when those working in the field only work 3 hours a day after school, 3PM to 6PM?"

Profession vs. Babysitting

The first question asked was whether school-age providers want to be a profession or babysitters. Ketchek felt the question should be, "How does one create a profession when those working in the field only work 3 hours a day after school, 3PM to 6PM?"

Editor's Reply:

If we limit our thinking to defining SAC as a 3-hour a day job, then we *will* be doomed to never having a profession. If we limit our vision of staff to only hiring college students, that too, will curb the development of a profession.

One practical answer is to expand the hours of the program to create more hours per day for staff. Is a before-school program needed? Do the kindergarten children get out early and need care? Is the program paying for planning and staff meeting time? Another practical answer is to look at the type of skills staff have and see if the school system needs help during the school day—helping in classrooms particularly with the addition of pre-k programs; supervising lunch rooms and playgrounds. As programs expand their hours are they willing to create full-time positions for program and site directors?

Empowering vs. Herding

On the question of "empowering vs. herding" Ketchek believed the real question is, "How does one not herd when there is only one teacher and 15 to 20 children (or what to do when half the children want to go outside and the other half want to stay in)?"

Editor's Reply:

Having ratios and staffing patterns that provide the opportunity to avoid herding is one part of the answer. While in reality some programs have ratios of one adult to 15-20 children and some states allow up to 25 or 26 school-agers per adult (Texas), quality guidelines suggest 1:12. Even the average ratio from minimum standards is 1:15 (see p.6 for survey results).

The other way to avoid herding is a change in attitude and a change in behavior. With the wrong attitude even only two or three children can be "herded." With respect for children as individuals and concern for each child's own unique needs (and with some great transition tricks, games and songs), adults can personalize every situation and avoid the feeling of herding.

Self-Discipline vs. Teacher-Punished

Michael Ketchek said, "The important question is how to get children to have self-discipline. I don't think teachers want to punish anyone."

Editor's Reply:

How do you get children to be self-disciplined? On page 3 Laurie Ollhoff answers this question and shows how some of our typical responses may make children feel "teacher-punished" by being over supervised and over controlled.

MOST Grants . . .

(continued from page 6)

The final three communities will implement career path development through innovative strategies such as two-way exchanges. College course students would do course-linked field work in programs while SAC program staff in the community would serve as mentors and course instructors.

The *SACCProject* will develop a framework for a college curriculum to aid the communities in designing their SAC courses. It will be a creative curriculum adapting philosophy and courses from the Scandinavian model.

Low-Income Service Gaps

One of the criteria for the communities selected is their commitment to addressing gaps in services especially low-income families. These families have been underserved by SAC programs and affected by the often low-quality of programs available. Tuition assistance plans for families in need of school-age care will be one of the anticipated activities in the implementation phase.

New Technology

The community initiatives will participate in computer networks for information sharing, project management and training. The *SACCProject* will work closely with each community to develop innovative and comprehensive provider training supported by videos, satellite conferences and on-line training modules.

By building a community collaborative, **MOST** is designed to serve as a catalyst to facilitate and accelerate the availability of quality school-age programs staffed by well-trained experienced individuals.

The DeWitt Wallace-Reader's Digest Fund is launching this initiative as part of its continuing investments in programs to help young people fulfill their educational and career aspirations.

For further information contact: Caryl Goodman, *SACCProject*, Center for Research on Women, Wellesley College, Wellesley MA 02181 (617) 283-2547.

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Thoughts on Self-Discipline

The following is from "Giving Children Their Childhood Back: Paradigm Shifts in School-Age Child Care - A Work in Progress" *by Laurie Ollhoff which was funded by the Minnesota Department of Education. It was designed to generate dialog in the school-age care profession. It was termed "a work in progress" to be commented on and re-shaped as the field decides its mission and role in school-agers' lives. See the February '94 SAN issue for a synopsis of the rest of the report and see page 2 of this issue for comments on that synopsis. This section was originally titled "Self-Discipline vs. Teacher-Punished." It has been adapted to focus on self-discipline.*

Introduction

What is the nature of children?

Are children competent, contained, and able to make good decisions? Or are they [wild, lacking self-control and] need to be controlled every second?

The school in which I work has open classrooms. I am able to hear what happens when teachers are not in the room. The teacher leaves, and the children erupt. There is an uncontrolled melee for a few minutes, and then, inevitably, one child yells, "The teacher is coming, the teacher is coming!" The room quiets down just as the teacher rounds the corner.

Does this happen because we can't expect anything better. Or is it because we have over supervised them, and have never taught them the skills of self-control or self-discipline? I think the latter.

The Problem of Over Supervision

This is an uncomfortable topic. Many of us are administrators who worry about liability, and this topic makes us squirm. It is safer to over supervise children because there is less chance of a lawsuit.

However, we need to ask the other question, too. What are the long-term consequences of raising a generation of children who are over-controlled by adults all day long, who never have to make a decision for themselves, never have to think for themselves?

Barbara Colorosa reminds us that we sometimes cause the very thing we don't want. When we tell a child every single day to hang up his coat, and then we wonder why he can never think for himself, well, we shouldn't be surprised.

How many times has a child asked you if they could get a sticker or a treat for something they are supposed to do? It is no wonder that high school graduates only want jobs that pay high salaries. Are we creating an adult population that can't think for themselves? That can't work without supervision? That can't work together?

Recently the Minnesota Business Partnership put forth a report that detailed the skills that children needed to be taught. High school and college graduates were hitting those businesses without the skills to work independently, without the skills to work in a team, without the skills to think critically.

Messages of Self-Discipline

Children will only learn self-discipline in an environment of loving and nurturing support. They will only learn self-discipline if they have a chance to try it, fail at it, and try it again.

Children will learn self-discipline if we send them messages of I believe in you, I trust you, you can handle it.

In interpersonal conflicts is it necessary for the adults to rescue? Can children decide together what they will do to solve the problem? If children make the decision, there is less chance of rebellion, because it's hard to rebel against your own decision.

When children are about to blow, do they need to be reminded to shape up, that they will be in big trouble if they do this or do that? Or can we remind them to "stop and think"?

When a kid has a problem, must we solve it for them? Or can we say, "you have a problem, now what is your plan?"

When a child tattles, must we act on the tattle (knowing that will encourage other children to tattle)? Or can we ask the tattler, "why are you telling me this?" If the child is trying to get the other in trouble, we can say, "I believe you are handling the situation appropriately without me." Of course, sometimes children might need to practice what they will say. Some children have to be watched closer than others when they go back to work it out. Remember, we are getting out of rescuing them so that they learn they are capable people who can solve problems.

Conclusion

Self-discipline covers a variety of areas, not just controlling inappropriate behavior. It covers high thinking skills. It covers the self-esteem need of feeling capable. It covers the confidence and the ability to control the environment, rather than be victimized by it.

Again, self-discipline must be seen as part and parcel of the whole paradigm of child care. Self-discipline without empowerment is a waste of time and life. Self-discipline without play is working too hard. Self-discipline without maturity is impossible. Self-discipline without community building misses the point.

Laurie Ollhoff is Director of Project KIDS, a school-age program in Eagan, MN. Copies of her 24-page report intended to start a dialog in the school-age field are available by writing to her at: Rahn Elementary School, Project KIDS, 4424 Sandstone Dr., Eagan, MN 55122.

What Can I Do?

It's summer. I'm bored. What can I do NOW?

These ideas are for the school-ager, not for the caregiver. A newspaper or hobby fair planned and produced by the school-agers themselves may not be perfect, but may be more satisfying to them because they did it themselves.

Write a letter to a grandparent or other relative, to a friend, or to a penpal.

Prepare menus within the budget for something nutritious but out of the ordinary for snacks next week. Make a contest of it if you like. Let teams compete to submit plans, and vote as a group for the plan to be selected. Consider cost, the health-wise factor, and appeal.

Write something for your journal.

Solicit entries from each school-ager in the program. Get a newspaper staff, including several reporters to go after stories you decide on. Put out a newspaper. Project what your circulation will be. Figure your costs. Decide how many to print and what to charge for each copy to recover your investment.

Have a hobbies fair, or spread a sharing of hobbies over several days, with an opportunity to try out skills, crafts or activities related to various hobbies.

Learn a new game. Teach it to someone else.

Get out your math book from last year. Turn to the review exercises. Work the problems. Can you still remember all of those things? What about your spelling book?

Make flash cards of multiplication tables, or of addition and subtraction problems. Get a friend to work with you. Time yourself. Try to cut your own response time.

Learn to play dominoes.

Design a building or a machine with LEGO Materials. It must be something you have not built before.

Make a bug motel.

Get a dictionary or glossary and learn three new words. Pick words you can use and practice using them.

Learn a new dance.

Francis Scott Key was born on August 1, 1779. How old would he be if he were still alive today? Look up verses 2-4 of *The Star Spangled Banner*. Learn one of those verses.

Find out everything you can about polar bears.

The first electric traffic lights ever were installed on August 5, 1914. This happened in Cleveland, Ohio. Find out about Garrett A. Morgan, the inventor (Profiles in Black History, School-Age NOTES, January, 1994, p. 4)

The Smithsonian Institution was established on August 10, 1846, in Washington, D.C. Pick up tourist information on the Smithsonian. Try to list 100 things you might see there.

Explore the newspaper. How many sections are there? What are the regular features? Is there a section for school-agers? Is there even one page for you? Is there one page for you even once a week? Look at the things in the rest of the paper. If you were writing the paper, what things would you put on a school-agers page? Make a sample page and send it to the editor with a letter explaining why you think the paper should offer such a page.

Look in a mirror and draw a self-portrait.

Make yourself a hat to keep off the sun.

Invent a new cheerleading routine.

Draw the floor plan of your home. Indicate where the doors, windows and stairways are located. Map out on it several exits you could take to get out in case of fire. Show where you would go if there were a tornado warning.

Play jacks.

Practice with one of the tapes designed to help tourists learn basic words and phrases in another language. Learn the words by ear by listening to the tape over and over. Invent a game to help you remember or to help you teach some of the words. You might consider using pictures or small objects instead of using English words as clues in your game. Think about relays you have played and also board games. Can you adapt one of these?

Play checkers or polish up your chess game.

Make up a new jump rope rhyme.

Pioneers

On a map, use different colors of markers to trace the old pioneer trails such as the Oregon Trail, the Santa Fe Trail, The Natchez Trace, the St. Laurence River and others you can find out about. What was the route of the first railroad built to California?

When was your town started? Who or what was it named after? Why was the site chosen (water supply, trade route or what)?

What did children do for recreation, sports and entertainment in your community 50 years ago? 100 years ago? Check the newspaper archives. What kind of transportation did they use?

Imagine yourself as a pioneer for one day. From the time you get up in the morning how many things would you have to do differently, and how many things you depend on would not be invented yet (such as electric lights and electric appliances)? How many things would not be available so easily (such as foods requiring refrigeration or items not manufactured locally)?

Find out about black pioneers such as Jean Baptiste Pointe DeSable in Chicago, Biddy Mason in California, James Beckworth in the Rocky Mountains or George Bush in Oregon.

70 Activity Ideas

The minimum number of Activity Ideas in this issue is 70.

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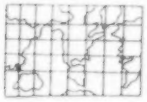
AUGUST CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
CITIZEN OF THE WORLD	Mount sheets of newsprint and paint a world map of all the continents. 	Skim the newspaper for places in the news. Mark these locations on your map.	Cut out pictures of children from news stories and mount them on your map near their homelands.	Ask an ESL teacher to help acquaint you with an immigrant or refugee family. Find out about their former country and why they came here.	See how many familiar things you can name with origins in other countries -- foods, music, holidays, imports, your ancestors.
NATIONAL WATER MONTH	Go back to your map mural and write in the names of oceans and seas. How much of our planet is water?	Relay. Player at head of line names a use for water. Player at end of line then runs to the front and names another use for water.	Make an illustration to explain why we have not used up all the water on our planet, or show the cycle of a raindrop.	Observe objects being carried by a current. Then make boats that float.	Have a water sports day, or as an alternative, run through a sprinkler or wash a car.
PICTURE THAT!	Take pictures, cut out pictures, or draw a series of scenes which tell a story without a need for words.	Look at magazines to see how pictures are used to illustrate stories. Make your own story with pictures and text.	Look at period costumes in a pictorial history or theatre arts book. Draw a paper doll family and the clothes for a period you like.	Note how illustrations are used in beginner books for children. Make a book to teach the alphabet, or the names of birds or animals.	Make an illustrated brochure describing your program's plans for the fall semester or showing off a summer accomplishment.
HIKERS	The state makes handbooks for drivers. Look at one for all the safety rules. Make a handbook for pedestrian safety.	Plan a walking trip to a site you would like to visit. Plan your route. Estimate the distance and how long it will take you.	Arrange a hike on a hiking trail. What will you need for this hike and how will it differ from an urban hike?	Learn to lay trail markers that leave no environmental impact.	Experiment with a pedometer, a compass, and making your own map to scale.
BICYCLES	Write for material from the Department of Motors Vehicles about bicycle safety, inspection and licensing. Review rules and signals.	Find out about laws in your state about use of helmets when riding bicycles. Evaluate and try on different kinds of helmets.	Learn how to make simple bicycle repairs and do basic maintenance and lubrication.	Ask the police department what are the most common causes of bicycle accidents. Find out about bike trails in your community.	Ask a bicycle shop or a racing bike owner to show you the features of these bikes.
MORE MAP EXERCISES	How many Washingtons can you find -- states, counties, towns? How many Bison or Buffalo? How many Lincolns?	What is the National Park closest to your state? Where are others located? Which national historical site is closest?	What is the longest river in the USA? in Canada? What rivers flow into it? What is the longest river in your state or province?	How many place names can you find that came from Native American languages? from European places? from people's names?	Which highways go all the way across the USA, either east/west or north/south? Which cross Canada?

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Washington Notes

by Charles Pekow

Charles Pekow is the Editor of "Day Care USA." This report was written exclusively for SAN readers.

More Federal SAC In Summer

The federal government's effort to solve child care problems of it own employees does far less for school-age care than for preschool. Just 15% of 92 day care centers in federal buildings run school-age programs [compared to the overall figure of 44% reported in October 1992 SAN].The figure, from the General Services Administration's survey taken last fall, isn't really surprising because most of the on-site centers for federal employees aren't near schools. These centers do more in the summer, however, when schools close: 28% of the centers reported operating summer programs for school children.

Weekly before- and after-school tuition ranged from $25 to $61 and averaged $46 for federal employees. When the centers opened up to non-federal families, they tended to charge them more: between $35 and $118, averaging $56.

Ratios All Over The Map

One staffer for 15 children. That's the most common staff:child ratio written into staff regs for school-age programs, effective in 16 states and territories. But it ranges across the country from 1:8 in New York for five and six-year-olds to 1:25 in 11 states and territories, according to the *1994 Child Day Care Center Licensing Study* from the Children's Foundation. Idaho doesn't mandate any ratios.

For a copy of the state-by-state summary of regulations, send $25 plus $3.75 s&h to the Children's Foundation, 725 15th Street NW, Ste 505, Washington DC 20005-2109, (202) 347-3300.

Proposed Rules Seek to Coordinate Funding Streams

It should become easier to move children from one federal subsidy stream to another eventually. The Administration for Children & Families (ACF) has just released proposed regs designed to make more uniform the rules governing the Child Care & Development Block Grant (CCDBG), Job Opportunities & Basic Skills Training Child Care, At-Risk Child Care and Transitional Child Care.

Under the proposed regs, states could set up separate categories of "higher quality" care and pay providers more for it. Currently, states can't pay more than the 75 percentile of tuition in a given community, knocking out payments to the most expensive providers. The proposal would allow states to set separate standards for quality programs (such as lower staff:child ratios or accreditation) and pay up to the 75th percentile of care for providers meeting these criteria.

The law allows payments for day care for children over 13 only if they are "physically or mentally incapable" of self-care. The proposed regs would allow states to define these terms. The regs would also allow states to continue paying for care for up to a month whenever parents lose their jobs but are looking for another one. Current regs allow such care during gaps in employment only when parents have already lined up a second job.

NET May Be Offered To After-School Programs

Is nutrition education part of your curriculum? If not, the federal government may help. The House Education & Labor Subcommittee on Elementary, Secondary & Vocational Education approved the Healthy Meals for Healthy Americans Act of 1994, which would authorize $25 million for the Nutrition Education & Training (NET) program. The bill would approve use of the money to develop nutrition education programs for children and families in after-school programs.

NSACCA . . .

(continued from front page)

age child care. Their primary goals will be to increase the supply and improve the quality of child care for infant/toddler and school-age children in their community as well as to develop other community projects for school-age children during their out-of-school time.

For serving as an AmeriCorps member, volunteers have the opportunity to receive an educational award/Stafford Loan Forgiveness from the National Service Trust.

NSACCA and NACCRRA will each employ a Co-Director for this project. The office will be in Washington D.C. at NACCRRA headquarters. They will work closely with the local R& R sites directly involved who will in turn be working closely with the local school-age coalitions.

5 Cities Receive MOST Grants as Part of $6.5 Million SAC Initiative

Community foundations in Seattle, Tucson, Indianapolis, Chicago, and Boston have received one-year $50,000 planning grants. Three of the communities will be selected to receive up to $1.2 million for over three years to implement their action plan to improve the quality and quantity of child care services for children 5-13 years of age during their out-of-school hours.

As reported in the January 1994 issue of SAN, the $6.5 million **MOST** Project (MAKING THE MOST OF OUT-OF-SCHOOL TIME) is a DeWitt Wallace-Reader's Digest Fund initiative awarded to the School-Age Child Care Project (*SACCProject*) at Wellesley College's Center for Research on Women.

Networks

All five communities will build school-age care community networks to work collaboratively on developing their own 3-year Action Plans of strategies for building SAC resources.

SAC Career Paths

One of the unique aspects of this initiative [and the one that may have the most long-term effects] is the goal of developing professional career paths for school-age care providers. Each community will work with its local colleges in the development of a college-based academic program culminating in a degree or certificate.

(continued on page 2)

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NSACCA Workshop Proposals Due

The National School-Age Child Care Alliance Conference Committee is seeking qualified school-age care professionals for workshops, seminars and roundtable discussions for the 1995 NSACCA Conference April 20-22, 1995 in San Francisco.

Criteria for selection:

- Clarity of goals and workshop summary
- Appropriateness of topic for state and national audiences
- Participatory format
- Typed original with attached 6 copies

Information to be included on the proposal - 2 pages maximum:

- Name, title, agency, address, work and home phone, fax number of main presenter and other presenters as necessary
- Title of proposed presentation and 25-word or less description for conference brochure
- Content area (such as Administration, Behavior management, Curriculum, Kindergarten, Older kids, Program management, Space design, Special needs, Staff development, Summer etc.)
- Description and Goals: provide a description of your presentation, identify goals and how the presentation would be beneficial for a national audience (100 words or less)
- Format: Interactive, Lecture, Panel, Roundtable Discussion
- Length: Choice of 1-1/4 or 2-1/2 hours
- Target Audience: Veteran Administrators; New Administrators; Veteran Line Staff; New Line Staff; All Audiences
- Knowledge Level: Introductory; Intermediate; Advanced or All levels
- Room Set-up Preference: Theater; Classroom;
U-shaped/Conference table
- Audience Size Preference/Range
- Handouts & AV equipment are presenter's responsibility

Mail by July 31

Send original copy of the proposal plus 6 copies by July 31, 1994 to: Darci Smith, California School-Age Consortium, 111 New Montgomery, Suite 302A, San Francisco, CA 94105 (415) 957-9775; FAX (415) 957-9776.

SECA Seeking SAC Workshops

The Southern Early Childhood Association (SECA), formerly SACUS, serving the needs of early childhood education and care professionals in 14 southern states is seeking workshop proposals on school-age child care. Its 46th Annual Conference is March 27-April 1, 1995 in Orlando, Florida.

The special, extended deadline for SAC workshop proposals is **July 30, 1994.** All presenters must register for the conference. One presenter for each workshop is provided complimentary registration.

Proposals should include:

-Name, address, phone number and professional title of individual making proposal
-Title of presentation that clearly and concisely describes its content
-Content priority (School-age care)
-Outline and description of content and form (less than 200 words)
-A 20-30 word abstract of presentation
-Indicate willingness to conduct session twice.

Mail 3 copies to Jane Alexander, Director of Administrative Services, SECA, PO Box 56130, Little Rock AR 72215 (501-663-0353).

Conferences...

(continued from page 8)

OHIO September 17, 1994
Northwest Coalition of Professionals for SACC Keynote: Tracey Ballas, Bowling Green OH,
Contact: Sue Neufeld 419-353-8400

PENNSYLVANIA September 24, 1994
New Listing, Lancaster Area AEYC-SAC Conference, Millersville University,
Contact: Carmen Weachter 717-626-2523

DELAWARE September 24, 1994 **New Listing**
SACC Conference, Dover DE,
Contact: Jean Williams 302-479-1674

OREGON September 24, 1994
Oregon SAC Coalition Conference, Keynote:: Tracey Ballas, Albany OR,
Contact: Colleen Dyrud 503-378-5585 x 661

CALIFORNIA September 24, 1994
Carousel School-Age Conference,
San Diego County Department of Education
Contact: Sylvia Selverston 619-565-4148

VERMONT September 24, 1994 **New Listing**
VT SACC Conference, Randolph VT
Contact: Ruth Matthews, Child Care Services Division 802-241-3110

ILLINOIS October 1, 1994
3rd Annual Fall School-Age Care Conference, Effingham IL **Contact:** Kevin Johnson 217-367-8013 or Vera Durbin 618-283-1104

INDIANA October 1, 1994 **Date Change**
YMCA of Greater Indianapolis SACC Training Conference, Indianapolis IN
Contact: Evelyn Guinn 317-266-9622

OHIO October 9-11, 1994
OECE and SACC Conference, Special Speaker: Linda Sisson, Columbus OH
Contact: Robert Snyder 614-262-4545

NEW YORK October 10, 1994
Capital District SACC Network Annual Fall Conference, Albany NY
Contact: Debra Parsons 518-426-7181

ONTARIO CANADA October 13-15
Ontario School-Age Conference, Keynote: Rich Scofield, Gananoque (near Kingston), Ontario
Contact: Wendy Mitchell 613-544-5400 x1133

VIRGINIA October 14-15 **New Listing**
Virginia SACC Network Conference, "Quality: A Statewide Commitment," Keynote: Roberta Newman, simultaneously w/Wellesley Institute, Richmond VA
Contact: Paulette Bomberger 804-591-4821

ALASKA October 20-22, 1994
AAEYC Annual Conference will have a school-age track, Anchorage AK
Contact: Cecilia or Christie 907-696-5884

NEW JERSEY October 21-22, 1994
7th Annual NJ SACC Conference, Great Gorge NJ
Contact: Denise Sellers 609-429-1603

MAINE October 22, 1994 **New Listing**
Maine SACC Coalition First Annual Conference, University of Southern Maine, Gorham ME
Contact: Lori Freid Davis 207-871-7449

MICHIGAN October 25, 1994
Michigan School-Age Child Care Association Conference, Keynote: Tracey Ballas, Detroit MI
Contact: Barbara Papania 313-467-1574

INDIANA February 25, 1995
YMCA of Greater Indianapolis SACC Training Conference, Indianapolis IN
Contact: Evelyn Guinn 317-266-9622

WELLESLEY SACC PROJECT
1994 LEADERSHIP INSTITUTES
GEORGIA, Atlanta, July 25-27
Contact: Kimberly Nottingham 404-373-7414
MISSOURI, Kansas City, July 31-August 5
Contact: Kathy Hermes 816-756-1950
VIRGINIA, Richmond, October 14-15
Contact: Paulette Bomberger 804-591-4825

NSACCA '95 April 20-22, 1995 **New Listing**, 7th Annual National School-Age Child Care Alliance Conference, San Francisco CA,
Contact: Darci Smith 415-957-9775

DO WE HAVE YOUR SCHOOL-AGE CARE CONFERENCE DATES?

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July 1994

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SAC CONFERENCES

WASHINGTON July 22-23, 1994
WA SAC Alliance Annual Conference, Renton WA
Contact: Janet Frieling 206-461-3602

OREGON August 19-20, 1994
Oregon SACA and Washington SACA Joint Conference on Programs for 9-15 Year Olds, Portland OR
Contact: Colleen Dyrud 503-373-0790 x 661 or Mari Offenbecher 206-461-3602

TENNESSEE September 10, 1994 **New Listing**
Knoxville Area AYC All-day School-Age Seminar with Tracey Ballas, Knoxville TN,
Contact: Lisa Hurst 615-524-1214

WASHINGTON DC Sept. 16-17, 1994
New Listing SACC Conference sponsored by D.C. SACC Alliance and D.C. Office of Early Childhood Development, Keynote: Tracey Ballas, D.C. Renaissance Hotel, **Contact:** Preston Bruce 202-727-1839

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RESOURCES

Youth Sourcebook

Targeting Youth: The Sourcebook for Federal Policies and Programs by Janet R. Reingold and Beverly R. Frank published by the Mott Foundation. Explains what federal resources and services are available to assist youth. Provides information on 500 youth programs and initiatives. Describes youth-serving activities in 11 federal agencies. Indexes federal clearinghouses and resource centers. Lists national resource organizations related to youth and includes a selected bibliography.

Targeting Youth is available for $15 from the Institute for Educational Leadership (IEL), 1001 Connecticut Ave. N.W., Suite 310, Washington DC 20036.

LEGO Math

Lock Block Logic: Fun activities for class or home by John Messerly. Over 40 activities using LEGO, TYCO, or TANDEM toy blocks that are fun and involve math concepts such as addition, subtraction, division, patterns, multiplication, geometry and more. LEGO materials are in constant use in SAC programs. This may be an easy, fun way to practice math skills and concepts. 84 pages. $15.95 plus $5 S&H, Elmwood Press, 1630 Elmwood Ave., Lakewood OH 44107.

The Activities Club

Theme guides, theme kits, and **activity boxes** are available from The Activities Club created by Joan Bergstrom. The Activities Club exposes school-age children to exciting hobbies with educational activities that keep school-agers exploring, discovering, inventing and experimenting. The Activities Club introduces school-agers to lifelong hobbies and interests and encourages lifelong educational values. Activities Club materials have been used in a variety of SAC settings. For more information contact: The Activities Club, 30 Church St., Ste 210, Belmont MA 02178 (800) 873-5487.

Strengthening Community Youth Programs

Abridged Version - A Matter of Time: Risk and Opportunity in the Out-of-School Hours by the Carnegie Council on Adolescent Development. This 1994 abridged version (36 pages) of the full report outlines how adolescents spend their out-of-school time, the challenges communities face and potential support for youth development. It reviews how successful programs are serving youth and strategies for strengthening programs. To order call 202-429-7979.

Volume XIV #12 The Newsletter for School-Age Care Professionals August 1994

School-Age NOTES

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photo courtesy of Children's World

School-agers in Children's World programs gave feedback that they wanted to hear from their friends. In the new Quest 4 Fun programs a telephone line has been set-up to receive incoming calls.

Children's World Revamps SAC Programs

Kid & Parent Input Play Critical Role

Children's World Learning Centers, headquartered in Golden CO, has initiated a new school-age program. Quest 4 Fun℠ The Ultimate Adventure℠ was developed as a result of surveys of children and their parents who attend the more than 500 Children's World community-based centers across the nation.

Developmental Needs

According to Children's World representatives Quest 4 Fun was designed to meet the ever-changing needs of school-age children by encouraging individual growth and development for each child in kindergarten through sixth grade. Children's World states that "what distinguishes this program from many other school-age programs is that children are given the opportunity to make activity choices corresponding to their interests and development. Rather than having the same activities for 6-year-olds as for 12-year-olds, the program includes separate activities for children in grades K-1, grades 2-4 and grades 5-6, with program leaders who serve as facilitators to help guide children's interests."

"Many programs recognize the varying developmental needs of school-age children," said Kim Moore, vice president of education for Children's World. "As a part of the Quest 4 Fun program, however, we not only recognize these needs, but we are responding to them by incorporating activities based on each child's level of growth."

The unique curriculum, includes activities created and tested by Children's World center school-age staff and children across the United States. The children are also involved in programming

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INSIDE

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National Magazines Spotlight SAC Programs

The August issues of *Working Mother* and *Child* magazines offer their readers insights into after school care. Both magazines suggest guidelines for choosing an after school program and how readers can rate any program their children may already attend.

Working Mother has two articles: "10 Keys to Quality Care," which gives their guidelines on what to look for in school-age care, and "Filling the Afternoon Gap," which discusses community-based care and child care chains which have after school programs. Some of *WM*'s 10 keys include:

- **staff** who engage kids in meaningful activities, boost kids self-confidence, and communicate with parents
- **high staff-child ratios**
- kids are offered a **variety of choices** in activities which reflect individual interests and are age-appropriate
- the **physical environment** has separate areas for different activities, there's ample room for out door play, and staff members follow safety regulations and hygienic practices.

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Children's World...

(continued from front page)

on a daily basis. It incorporates multicultural and non-biased learning materials, as well as "WOW" equipment, which may include equipment such as Foosball tables, Double-Shot basketball games, pool and air hockey tables, sing-a-long/Karaoke machines, and even a telephone line for children to receive incoming calls.

Activity Areas

Activities in Quest 4 Fun are broken up into four "activity areas" which were named by children: University, Arcade, Center Stage and Studio.

The **University** contains study materials and supplies, brain teasers, a computer and new software, puzzles and games, and is an area where children can do their homework if they choose.

In the **Arcade** activity area, children can take a break or play games with friends. They also may participate in athletic activities and sports camps, use WOW equipment or read about their favorite sport.

The **Center Stage** provides a place for imagination and creativity. Children can create plays, musical productions or a comedy club, while using adult instruments such as keyboards and digital drum sets.

In the **Studio activity area** artwork, sewing projects on a real sewing machine, architecture and woodworking projects can be completed with real tools.

Interest Areas

In addition to the activity areas, Quest 4 Fun incorporates two "interest areas."

The **Lounge** is designed to take on the feeling of home and provides children a place to kick back, read a book or talk to a friend.

The **Diner** is a relaxed area where children get a nutritious snack when they want one - there's always a choice "on the menu" of what to eat.

Each of the four activity areas has a coordinating activity binder with multi color-coded activities designed to guide a child to areas of interest or a new challenge. The color bars and coding system for the three sets of age groups act as a guide to assist children in choosing an activity that best suits their developmental level and interests. The color coding extends into the program design, equipment and materials so that children easily can identify which resources best meet their needs. Binders include 150 activities, with additional activities being added twice per year. In addition, children will have the opportunity to submit their own individual activities to be published in upcoming activity sets.

Each Quest 4 Fun staff person uses a comprehensive School-Age Facilitator's Guide, designed by Children's World and incorporating nationally recognized standards from Project Home Safe. Children's World programs will continue to be based on guidelines set by the National Association for the Education of Young Children (NAEYC). Also employees will continue to receive support from Children's World's quality assurance specialist, as part of the company-wide Total Quality Management process.

Public School-Site Programs

With more than 500 locations in 23 states, Children's World operates both community-based and employer-supported learning centers. They also have begun operating before and after school programs on the premises of elementary schools. They have over 200 school-based SAC programs. These programs use Children's World's Adventure Club concept for SAC programming. Many of the school-site programs are in shared spaces such as cafeterias. Since the Quest 4 Fun programs need dedicated space for the large equipment and games, the school-based programs will continue with the Adventure Club programming.

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NSACCA Names ACT Co-Director

The National School-Age Child Care Alliance (NSACCA) has selected Ray Mueller to be NSACCA's Co-Director of the Action for Children Today (ACT) project. As reported in the July issue ACT is a three year project to deploy AmeriCorps volunteers in communities around the nation to build the supply of quality infant/toddler care and quality programs for school-age children. The project was awarded to both NSACCA and NACCRRA (National Association of Child Care Resource and Referral Agencies).

For serving as an AmeriCorps member, volunteers will receive financial help for college or other higher education opportunities.

Ray Mueller has been the Director of Child Care Services for the YMCA of Boulder. He will start at the end of August. At the same time NACCRRA's newly named Co-Director, Laura Nakatani from New Jersey, will also start.

The school-age care communities in California, Texas, and New Jersey will begin hearing about this project and the AmeriCorps volunteers through their local resource and referral agencies. Those three states will be targeted in the first year with more states added in the second and third years. A total of 45 volunteers are to be trained and placed in the first year.

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5 Tips on Behavior Strategies for the ADD Child

In the July issue of *School-Age NOTES*, "Managing the Difficult Child" offered ideas on working with children with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) in order to minimize their sometimes erratic, out-of-control behavior. In her book, *I Can't Sit Still: Educating and Affirming Inattentive and Hyperactive Children*, Dorothy Davies Johnson, M.D. develops six tools for coping with the ADHD child, which are easily remembered as **ABCDEF**. These tools include (A) adaptations, (B) behavior management strategies, (C) cognitive-behavioral training, (D) diagnose, demystify, drug therapy, (E) esteem, and (F) feelings. In this issue, her behavior management strategies offer basic guidelines for adults who work with these children on a daily basis.

Behavior Management

The following are some of Dr. Johnson's thoughts on behavior management:

"Consequences of our behavior make it more or less likely that we will repeat that behavior. When adults use behavior management as a good tool, they select a behavior that they want to keep or get rid of and either reinforce it by repeating and rewarding it or try to extinguish it by ignoring or implementing a negative logical consequence.

"Behavior management happens whether we plan it or not. Every time we give in to a whining child, we are 'behaviorally reinforcing' the whining. The child is more likely to whine again.

"Good behavior management is very important for children with ADHD, and the younger the child is, the more difficult and important good behavior management is. We use it to define and reinforce limits and rules to help guide children in spite of impulsivity. It also helps us give children the motivational energy necessary to focus their attention.

"Remember that the brain of the child with ADHD lacks a good regulatory system. That regulatory system should be causing the child to wait to act until there has been time to check on goals and previous experiences of costs and rewards. But ADHD children tend to 'fire first, aim later.' When the regulator isn't functioning properly, the child's impulsive action takes place before thinking, unless there's a very strong, fast, guiding message getting through to say 'Stop!' Consequences, both positive and negative, are part of our efforts to build those guides."

5 Underlying Strategies

Several important strategies underlie behavioral management.

1. **Be consistent in not rewarding unwanted behavior.** Inconsistent rewards encourage a behavior to be repeated, whether the behavior is desired or undesired.
2. **Punishing doesn't work nearly as well as reinforcement and ignoring.** Punishment tends to cause anger, which decreases the desire to do well.
3. **Use rewards to eliminate unwanted behavior.** One good way to get rid of an unwanted behavior is to reward another behavior that can't happen at the same time. For example, the child is rewarded for stomping his or her feet when angry, instead of hitting another child.
4. **Use rewards and logical consequences to increase the attentional energy these children need to stay focused.** Don't underestimate the power of promised stickers (liberally dispensed on a frequent basis) to energize the attention-fatigued young ADHD child during difficult times. Unfortunately, children with ADHD typically receive few rewards because the usual requirements to succeed are beyond their reach.
5. **Be prepared for resistance.** "I don't care" is a predictable and irrelevant defense of a child in the face of behavioral guidelines and consequences. The child makes the statement in an attempt to suggest that the system has no power, but such a statement does not change the power of good behavior management plans. The only adult response needed is, "Nevertheless..." ❧

1224 Pages of School-Age NOTES in 14 Years

As School-Age NOTES completes, with this issue, 14 years of publishing this newsletter (1224 pages), we would like to thank all the school-age care professionals who have helped us, stood by us and, of course, subscribed. We wish we knew and could thank all 5,000 of you individually. Since that's not possible, we will have to settle for saying to you and the many that have become professional and personal friends — A BIG THANKS! ❧

Back Issues Available

With the new FALL '94 catalog there will be fewer choices for back issue selections. However, we will stand by our current subscribers with the following offer from our last catalog.

FREE SHIPPING & HANDLING ON BACK ISSUES

Volume 10 (Sept/Oct '89 to July/Aug '90) - 6 issues $12
Volume 11 (Sept/Oct '90 to July/Aug '91) - 6 issues $12
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Hispanic-American Heritage Week

Make *Molas*

This is a craft idea which originated with the Cuna Indians of Panama. They use the designs on their clothing or blankets, but you can make it with paper. You will need several different colors of construction paper.

Choose a design from something in nature. Draw your design on paper and cut around it. Draw around it on another color of paper making it just a little larger. Cut out this larger outline and draw around it onto yet another color. Cut it out and draw it on another color and just a little larger. Make as many layers as you like. Then assemble them and glue them together with the largest on the bottom and working up to the smallest on top.

Relay From Israel

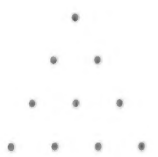
Teams line up, each holding onto a rope with both hands. A hat is set on the ground in front of each player. Players may help their teammates by any means they can except they must not use their hands, which must remain on the rope. The winning team is the one to get all their team's hats on first. (from *Hands Around the World*, p.69).

Word Pairs

In two teams, think of word pairs such as bread and butter, peanut butter and jelly, salt and pepper, shoes and socks. When it is their turn a team shouts a word pair and then begins to count. The other team must shout a new pair before the count of 10 is reached, or the other team will be declared the winner. Word pairs cannot be repeated once used.

Triangles

A Game for 2-4 Players



Prepare the paper by making dots in the shape of a triangle, one dot on the top line, two on the next line, three on the next, and so on until the paper is full.

Hint: When the base of the triangle of dots reaches its widest, turn the paper the other side up and go for a diamond shape.

Give each player a black marker and a color of marker different from the other players. To begin play, a player draws a black line connecting two dots. The next player adds another line. If a player can draw a line which completes a triangle, he may draw it with his color. This is a point for him and he may have another turn as long as he continues to score. His last line will be a black line (no score) and his turn is over.

When all the triangles are completed, count the number of lines in each color to determine the winner.

Library Cards

September 8 is Worldwide Literacy Day. Have you signed up for your library card yet this fall?

Magic

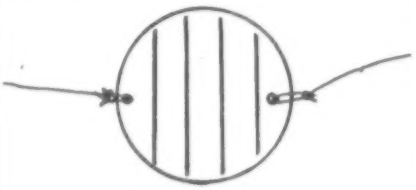
A Hole In Your Hand

Roll one sheet of 8 1/2" x 11" paper into an 11" tube, 1" in diameter. Hold the tube to your right eye with your right hand. Hold your left hand, palm toward you, touching the middle of the tube on the left side. Look straight ahead with both eyes open. A hole will appear through your left hand.

Monkey In the Cage

Cut a circle about 2" in diameter out of light cardboard. Draw a gerbil or monkey or other small animal on one face of the circle, and on the flip side draw a cage. Punch a hole in each side and tie a piece of string through each.

Twirl the disk quickly between the two strings until the animal ends up in the cage.



Sources

School-Age NOTES Catalog provides a complete reference on sources cited on pp. 4-5 (including title, author and price) except for the three following, which are new. These are also available from School-Age NOTES.

The Multicultural Cookbook for Students by Carole Lisa Albyn and Lois Sinaiko Webb, a collection of recipes from over 120 countries with a brief description of the culinary habits of each country. 287 pages. NEW (1993). $27.95 ($25.95 for subscribers).

Outdoor Action Games For Elementary Children: Active Games and Academic Activities for Fun and Fitness, 125 games and activities. NEW (1994), 229 pages. $27.95 ($24.95 for subscribers).

Showy Science, Exciting Hands On Activities That Explore the World Around Us by Hy Kim. NEW (1994). 180 Science demonstrations that are fun to do. 303 pages. $19.95 ($18.95 for subscribers).

Shipping/handling for books:
$13-$25 . . . $3.50
$26-$50 . . .$4.50
$51-$75 . . .$5.50

38 Activity Ideas

The minimum number of Activity Ideas in this issue is 38.

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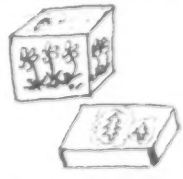
SEPTEMBER CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
THIS MONTH	Why do we have a Labor Day every year when no one works? How did it start and when?	Sept 4, 1888 George Eastman patented the first snapshot camera. Take pictures for a bulletin board. Put names with them. Include everyone.	Sept 10, 1913 Lincoln Highway opened, first coast-to-coast paved road. Invite someone 80+ to share other "firsts" they remember.	Sept 23 - first day of fall. Go for a walk and look for signs of fall.	Sept 30 - last Friday in September is Native American Day. What observances are planned in your locality?
SCIENCE FUN	Float 3-4 ice cubes in water. Mark the water level. Predict how much the water level will rise when the ice melts. (none) (*Showy Science*, p. 100)	Hold a table tennis ball in a funnel. Blow into narrow end of funnel as you release the ball. It will float as long as you blow. (*Physics for Every Kid*, p. 104)	Experiment with paper airplanes outdoors. This is a different playing field. How can you design to make use of prevailing air currents?	Drop tiny pieces of chalk in vinegar. They will bubble and disappear. What happens to a hard boiled egg? Observe for two days. (*Showy Science*, pp. 126-7)	Sept 30, 1902 Rayon was patented. In your group, how many things are you using or wearing today that require synthetics?
NAT'L HISPANIC HERITAGE WEEK	Make posters of the flags of Central and South America. Get copies of some of the national anthems.	Mosiac art is popular in Mexico. Tear small pieces of colored paper and glue them to paper to create a mosiac design.	Sept 15 is Mexican Independence Day. Parades and parties are held on the 16th. Plan your own celebration with appropriate food and games.	Make flowers of 5" tissue paper circles layered. Loop a chenille strip through 2 holes punched in the center. Twist the ends together for a stem.	"Irish" potatoes were a pre-Incan product of Peru. Try potato pancakes Hispanic style, with onions and cheese. (*Multicultural Cookbook*, p.236)
GROUP ACTIVITIES	Use a Nerf ball or tennis ball. Each player has a plastic jug with the bottom cut out. Do not touch the ball with your hands. (*Outdoor Action Games*, p.131)	With colored chalk, draw a huge map of the Americas on the playground. Show all the countries and their capitals.	Let each one share something funny or something fun to remember that happened to them during the summer.	Play detective. IT closes her eyes. One player hides. All change places. IT guesses who is missing. One guess before count of ten.	IT says "I see something [names color]." For clues, players ask questions to be answered *yes* or *no*. Many questions but only one guess per player.
CRAFTS	Draw on a rock with crayons. Press hard. Melt the markings on the rock in a low, warm oven. (*Science Arts*, p. 83)	Make a carry-all. Remove the label from a mesh bag like a potato or onion sack. Weave yarn in and out of the holes to decorate. (*EcoArt*, p.153)	Use strands of cooked spaghetti to form pictures on art paper. It will stick without glue. Dry overnight and then paint. (*Science Arts*, p. 108)	Paint the palm and inside your fingers brown. Make a handprint for a tree trunk. Use fingerprints in fall colors for leaves. (*Happy Hands and Feet*, p. 11)	Project Envelope. Decorate a large manila envelope or make your own with heavy paper and staples. (*Month by Month Treasure Box*, p. 56)
I MADE IT MYSELF	Ask for wallpaper samples or scraps. Use them to design protective covers for your books.	Use the legs cut from a wornout pair of jeans to make drawstring bags for holding small items.	Cut squares of contact paper or adhesive shelf paper to make bookplates. Write *This book belongs to* _____ and decorate.	Decorate a box for your art supplies. 	Make a wall calendar for the school year.

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Spotlight...

(continued from front page)

Child's article "The 10 Best After-School Programs" lists those programs with unique qualities which make those programs special. We have listed those programs and highlighted their unique qualities. What quality would you say made your program unique?

1. University School of Nashville, TN, for offering **"relaxed enrichment."**
2. Care After School, Inc., Columbus OH, for their **"environmental awareness."**
3. The Every Buddy Program, Southern Richmond and Chesterfield County, VA, **which serves special needs children, integrating them with normally abled kids.**
4. Providence Day School Extended Day, Charlotte, NC, which is a **"homey haven."**
5. Carole Robertson Center for Learning in Chicago, which **"strengthens security and self-esteem."**
6. The Building Bridges Programs at Mill Street Loft, Poughkeepsie, NY, which integrates senior citizens with the children for **"intergenerational inspiration."**
7. Creeker's Club Afterschool Program in Irvine, CA, which is **"offering options."**
8. Edina Kids Club, Edina MN, which has a **"developmentally designed curriculum."**
9. Family After School Program, Inc., Milwaukee, WI, for its **"confidence building."**
10. Houston Adventure Play Association, **which is based entirely outdoors.**

SAN congratulates these programs for garnering this praiseworthy attention!

EDITOR'S NOTE: These articles are evidence that school-age care has become part of the mainstream. It is now expected that along with all the other newspaper and magazine "getting-ready-for-the-new-school-year" type articles that there will be articles on after school care.

Washington Notes

by Charles Pekow

Charles Pekow is the Editor of "Day Care USA." This report was written exclusively for SAN readers.

Congress Protects SAC Dollars for One Year

The Dependent Care Block Grant (DCBG) will get a one-year lease on life. Both Houses of Congress approved appropriations for FY 95 that would keep the program alive for the year. The Clinton administration had proposed eliminating DCBG and folding it into the Child Care & Development Block Grant (CCDBG). Congress, however, decided to continue the program for the year, figuring that the proper time to end it or merge it with CCDBG would be next year, when both programs come up for reauthorization.

Congress did, however, cut the DCBG appropriation $116,000 (about 3.5%) from FY 94, to $12,823,000. And it declined to increase CCDBG by $200 million, as the administration requested. Since money is tight, Congress only appropriated $934,656,000 for CCDBG, an increase of $42,015,000 from FY 94. The president had asked for $1,090,662,000.

Funding for other major subsidy programs includes:

> $555 million for Work Activities Child Care for participants in job training and related activities, $27 million more than in FY 94;

> $156 million for Transitional Child Care, up $16 million;

> $300 million for At-Risk Child Care, down $61 million because some states carried over their FY 93 allotments into FY 94;

> $2.8 billion for the Social Services Block Grant, down $1 billion because of the one-time FY 94 add-on for Empowerment Zones.

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Transition Projects May Require SAC Care

A new Transition to Success Challenge Grant program would require after-school care if parents need it to work. The Improving America's Schools Act of 1994 (S. 1513) approved by the Senate would set up a new Part B under Title I (formerly Chapter I) to integrate curricula, health, social services and parent involvement in special education programs. States would have to share the costs 50-50 with the federal government. The program would replace Follow Through, which Congress is ending.

While the Transition Project wouldn't have to provide all the services themselves, they'd have to help families link up with school-age care and work with the providers.

Seeking Photos

School-Age NOTES is seeking people with photos of school-agers and school-age programs that would be interested in submitting photos for use in several upcoming books on school-age care we are publishing. Some of the subjects we are interested in are: indoor environments; outdoor environments; groups of specific ages and those showing mixed ages; diversity of children and staff; conflicts and negotiation; unique props, equipment, settings. They may be black & white or in color.

Please send your name, address and phone number to SAN, PO Box 40205, Nashville, TN 37204 so we can contact you with further information.

The "C" Word

Introductory comments for Chapter 4 "Curriculum" of *School-Age Child Care: An Action Manual for the 90's and Beyond* suggest "the very word *curriculum* is itself inappropriate to this discussion. The idea of imposing 'a fixed series of studies' [as defined by Webster] runs 180 degrees opposite to the idea of SAC."

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After School Programs Boost Low-Income Kids

The following is reprinted by permission from Growing Child Research Review, *Volume 12, Number 7, July 1994. This article reports on the results a study appearing in Child Development, Volume 65, page 440.*

Attending a formal after school program has "extensive positive effects" on a disadvantaged urban child's academic, social and emotional growth, according to research results from University of Wisconsin, Madison.

A 1990 study by one of the authors of the present one had identified negative effects in middle-class children enrolled in after school programs. This time Deborah Lowe Vandell and current colleague Jill K. Posner turned to low-income urban youngsters to see whether the effects of formal care were more positive in this group. They were.

The study involved 216 third-graders from nine urban elementary schools in Milwaukee who were experiencing one of four forms of after school care: maternal care - 121 children; informal adult supervision - 45 pupils; formal on-site after school programs - 34 youngsters; and self-care - 15 children.

Researchers collected information from the youngsters' parents (demographics, perceptions about neighborhood safety, ratings of children's behavior); from teachers (behavior ratings, report card grades); and from the children themselves (reports on after-school activities and experiences).

In comparison with the third-graders in the other three after school care arrangements, the 34 students in formal programs at their schools earned better grades and conduct-ratings; got along better with peers; spent more time on academics and enrichment activities such as music and dance; shared more activities with adults and peers; and spent less time watching television and playing outdoors with peers without supervision.

Exploring reasons for these positive findings, which contrast with the negative results previously found by Vandell and then-colleague Corasanti, the current team points to the difference in the two study samples' "social ecology."

For the middle-class youngsters in the earlier research, formal after school care was primarily "custodial," rather than enriching. Indeed, the arrangement actually stopped these children from participating in such typical suburban after school activities as scouting, music lessons, and organized sports.

...The students in [after school] programs...earned better grades and conduct ratings; got along better with peers; spent more time on academics and enrichment activities such as music and dance; shared more activities with adults and peers;

The situation was reversed for low-income children, who had no chance at such enrichment activities unless they attended a formal after school care program.

Their after school hours were now spent one-on-one with teachers doing academic work or collaborating with peers and adults on plays, music, projects, etc., activities that correlate statistically with higher academic and conduct grades.

Spending afternoons at school rather than unsupervised in the neighborhood also correlated with better emotional adjustment scores and work habits.

The researchers' evaluation of the other three after school arrangements showed that children in informal adult-supervised care performed more poorly than those in the care of their mothers on such measures as reading grades, work habits, and conduct, probably because they had received less extensive adult supervision.

"The informal arrangements for many study children varied from day to day," the researchers observe. They were not very different from children in self-care, and their performances often mirrored the low scores of children in self-care fulltime.

The investigators conclude that...after school programs should not be considered "nonessential programs" when the funding crunch tightens.

The investigators conclude that formal after school programs should not be considered "nonessential programs" when the funding crunch tightens. Instead such programs represent "one way to alleviate some of the negative effects of urban poverty on children."

The mean age of the study subjects was 9 and almost 60 percent qualified for the federal school lunch program at some level. About half of the 216 pupils were African American, and over half (55 percent) were growing up in single-parent households.

Posner and Lowe Vandell, University of Wisconsin at Madison, conducted the study.

Growing Child Research Review *is a monthly newsletter providing up-to-date news and research findings related to child development. Subscription rates are $48.00 for one year (12 issues). Contact: Growing Child Research Review, 22 North Second Street, PO Box 620, LaFayette IN 47902.*

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SAC CONFERENCES

TENNESSEE September 10, 1994
Knoxville Area AYC All-day School-Age Seminar with Tracey Ballas, Knoxville TN,
Contact: Lisa Hurst 615-524-1214

WASHINGTON DC Sept. 16-17, 1994
SACC Conference sponsored by D.C. SACC Alliance and D.C. Office of Early Childhood Development, Keynote: Tracey Ballas, D.C. Renaissance Hotel,
Contact: Preston Bruce 202-727-1839

OHIO September 17, 1994
Northwest Coalition of Professionals for SACC Keynote: Tracey Ballas, Bowling Green OH,
Contact: Sue Neufeld 419-353-8400

PENNSYLVANIA September 24, 1994
Lancaster Area AEYC-SAC Conference, Millersville University,
Contact: Carmen Weachter 717-626-2523

RESOURCES

TLC Training

The **TRIBES Learning Community** Training Courses are available from Interactive Learning Systems. A complement to the new edition of **TRIBES**, the book and course are designed for "educators and parents who are committed to preparing students to do well in today's world of rapid change and complex issues." To find out how your school or after school program can receive TLC training, contact **Interactive Learning Systems**, 1505 Bridgeway, Suite 121, Sausalito, CA 94965, 415-332-2034. **SAN** carries the new editon of ***Tribes: A New Way of Learning Together***, by Jeanne Gibbs,. $31.95 ($29.95 for subscribers) + 4.50 s/h.

New from SAN

Kids Explore America's Japanese American Heritage, Westridge Young Writers Workshop.

This informative, delightful, and moving book was written entirely by 94 students participating in a 10-day writing project at Westridge Elementary School near Denver, CO. The student-authors researched, wrote, edited, and illustrated the 127 page book which covers the history, celebrations, art, folktales and literature unique to Japanese Americans.

There are stories of Japanese American heroes and heroines, both ancient and modern. But perhaps the most significant stories told were those of the parents and grandparents of these young authors. Especially moving are the first-hand experiences grandparents related to their grandchildren: of the prejudice they faced, of being forced into internment camps and losing all their possessions during World War II. But just as moving are the stories of perseverance, fortitude and faith they exhibited which enabled them to rebuild successful lives after the war.

As a result of this project, the Westridge group found themselves committed to eliminating racism and prejudice, and see their book as a contribution to that end. They are successful.

Kids Explore America's Japanese American Heritage is the fourth book in the "Kids Explore" series. It is available now from **SAN** for $9.95 ($8.95 for subscribers) + $2.50 s/h.

Businesses for Young Teen Girls

An Income of Her Own is a non-profit economic-literacy and entrepreneur education network for teen women nationwide. For information on materials and conferences, contact: Joline Godfrey, **An Income of Her Own**, P.O. Box 8452, San Jose CA 95155, 805-646-1215.